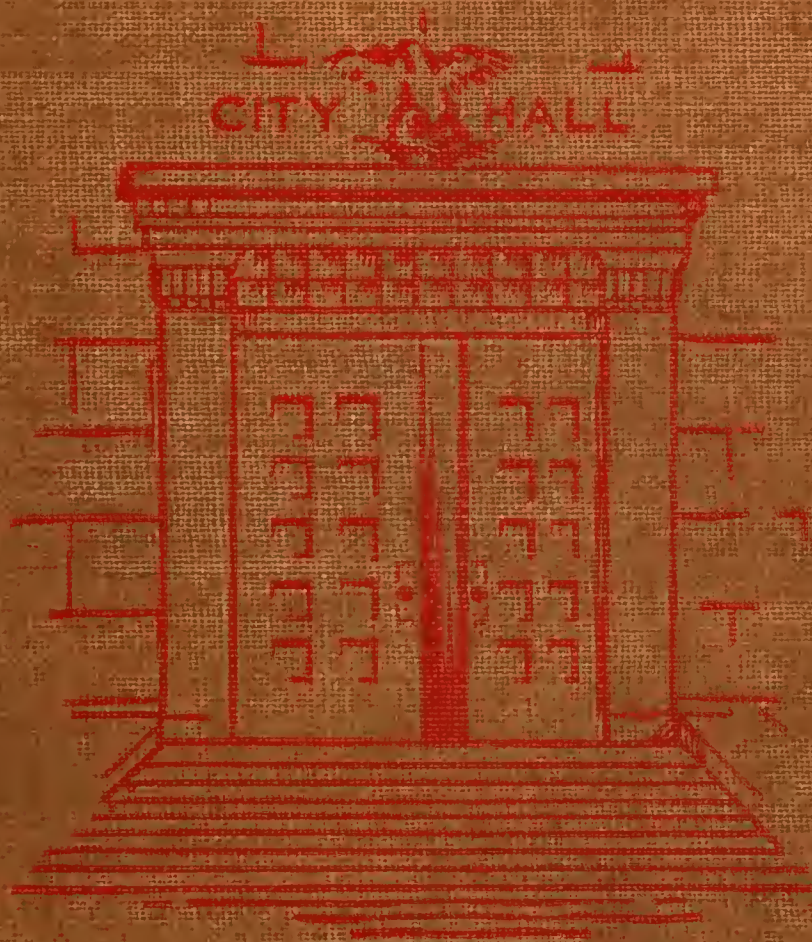




CIVICS AT WORK

by

THAMES ROSS WILLIAMSON



SOCIAL AND VOCATIONAL CIVICS





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G P O

CIVICS AT WORK

A TEXTBOOK IN SOCIAL AND VOCATIONAL
CITIZENSHIP

BY

THAMES ROSS WILLIAMSON

"None of us liveth to himself."

Paul the Apostle

D. C. HEATH AND COMPANY

BOSTON NEW YORK CHICAGO LONDON
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THE WILLIAMSON TEXTS IN
SOCIAL SCIENCE

CIVICS AT WORK

INTRODUCTION TO ECONOMICS

INTRODUCTION TO SOCIOLOGY

PROBLEMS IN AMERICAN DEMOCRACY

READINGS IN ECONOMICS

READINGS IN AMERICAN DEMOCRACY

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CONTENTS

	PAGE
PREFACE	v
SUGGESTIONS FOR TEACHERS.....	ix

PART I — WHAT IT MEANS TO BE YOUNG

CHAPTER

I. You Are Fortunate.....	I
<i>A. The Community Protects You</i>	
II. You Are Protected against Foul Play.....	12
III. You Are Protected against Accident.....	23
IV. You Are Protected against Disease.....	34
V. You Are Protected against Vice.....	44
<i>B. The Community Trains You</i>	
VI. You Are Trained to Behave Yourself.....	53
VII. You Are Trained by Means of Play.....	64
VIII. You Are Trained by Means of School.....	75
IX. You Are Trained by Means of Beauty.....	85
<i>C. Childhood Comes to an End</i>	
X. The World Is Waiting for You.....	97

PART II — THE WORLD OF WORK

A. The Meaning of Work

XI. Why We Work.....	108
XII. Our Labor Is Divided Up.....	118
XIII. We Depend upon One Another.....	129
XIV. How We Exchange Things.....	139
XV. Your Job Will Color Your Life.....	150

B. What Is the Right Job for You?

CHAPTER	PAGE
XVI. Occupations to Choose From.....	159
XVII. How to Choose Wisely and Well.....	173
XVIII. The Question of Special Training.....	182
XIX. Qualities You Will Always Need.....	193
XX. What about Promotion in Your Work?.....	202

PART III — TAKING YOUR PLACE IN THE COMMUNITY

A. The World Is Calling You

XXI. The Two Sides of a Coin.....	212
XXII. Why We Must Obey the Law.....	220
XXIII. Supporting the Government.....	229
XXIV. The Struggle to Prevent War.....	240
XXV. The Power of the Individual.....	251

B. What You Need to Know about Government

XXVI. The Political Party.....	260
XXVII. Our Local Government.....	270
XXVIII. Our State Government.....	281
XXIX. Our National Government.....	291
XXX. Choosing Our Public Officials.....	301
APPENDIX — The Constitution of the United States.....	313
INDEX	331

PREFACE

EXAMINE our educational program as closely as you please, you will find no subject more lively than civics. It was called a fad when first it appeared at the door of the American school-house, yet somehow it lingered, and fought its way to a place in an already crowded curriculum. This accomplished, civics might have rested on its honors, but the yeast of life was in it, and so it has gone on, developing and changing within itself, accepting new content, and making room for such growing concerns as community life and social welfare.

Of late years still another subject has pushed forward to challenge the teacher of civics. This newcomer is vocational study.

What shall our schools do concerning this new subject? This question is now confronting us, and that it is likewise troubling us is indicated by the contradictory answers which it has called forth. A few conservative educators wish to ignore vocational study as unimportant, and accordingly they pretend to pass it by, unrecognized. Others seek to make it a fetish, giving it such prominence as to necessitate a neglect of the field of general civics.

Passing time is disproving both of these views. On the one hand, vocational study is too vital to be ignored; on the other, it cannot safely be divorced from general civics. A wage earner is never a wage earner and nothing more, — he is a citizen; and unless his vocational education is pursued in daily intimacy with his civic relationships he is likely to emerge barren of usefulness to the community. We conclude, therefore, that vocational and civic education must be judiciously combined, so

harmonized as to produce a citizen who is an effective worker, and a worker who is an effective citizen.

Such a harmony of vocational and civic materials is presented in this text, the chief features of which are briefly as follows :

First, this text *strives to develop character* in the student. Information, energy, skill, wealth, — none of these can benefit the community unless its boys and girls are governed by moral purpose.

Second, this text *endeavors to acquaint the student with the social facts and purposes of his existence*. The student is shown the nature of community life, and the part he plays in this life.

Third, this text *introduces the student to the phenomenon of work*. He is made familiar with its aims, its conditions, and its opportunities for him when the time comes to begin his career as a wage earner.

Fourth, this text goes beyond a general discussion of work : it *attempts to aid the student in finding the right job for him*. He is brought face to face with the problem of earning a living, and is shown how to analyze and solve this problem.

Fifth, this text *weaves the four above-mentioned themes toward the unified end of a more effective citizenship*. Character, knowledge, and occupational skill are interpreted, not only in the light of personal progress but in the light of community needs as well.

As for the author's approach to his material, the plan of this text is frankly based upon the psychological truism that the road to the child's interest is through his own personal experiences. Accordingly the book begins, neither with watery platitudes on community life nor with vague generalizations as to the child's duties, but with the concrete and familiar benefits which he receives from various persons and institutions within the community. Good citizenship is taught throughout the text, but during the earlier chapters this instruction is carried on entirely by specific example and allusion, without the use

of any abstractions whatsoever. The student's sense of satisfaction is aroused at the beginning of the book, and after it is aroused it is intensified by a straightforward attempt to help him discover a job suitable to his abilities and ambitions. Only after all this has been done for him is the banner of abstract duty raised before him; and this, the author maintains, is the proper time for all those moral generalizations with which the conventional civics text is obscured from the start. Good pedagogy requires that such questions as civic responsibility and social service be treated, not at the beginning but at the end of the course. Good logic likewise requires this, for the simple reason that civic responsibility and social service are not the *origin* of community life, but rather its culmination and flower.

It is the author's pleasure to acknowledge the aid of those who have assisted him in the task of preparing this text. Mr. Clarence H. Knowlton has helped greatly, not only in determining the content of the book, but in perfecting its detail and seeing it safely through the press. Dr. Franklin P. Hawkes, Principal of the West Junior High School, of Arlington, Massachusetts, kindly read the manuscript and offered many valuable suggestions, of which the author has gratefully taken advantage. The helpful criticism of Mr. William T. Miller, Master of the Washington Irving Junior High School, of Boston, Massachusetts, likewise calls for hearty thanks. Finally, the author takes this opportunity to acknowledge the aid of his wife, without whose daily wisdom and encouragement this book would never have been written.

-THAMES ROSS WILLIAMSON

CAPE ELIZABETH, MAINE,

April 9, 1928.

SUGGESTIONS FOR TEACHERS

THE teacher is invited to examine the table of contents, in order to perceive the variety of possibilities which this text offers. Wherever possible, the entire book ought to be utilized, nevertheless it is so arranged as to permit its use by parts. Parts I and III constitute a unit of study; therefore, teachers who do not wish to stress vocational material may limit themselves to these two divisions. Parts I and II constitute a unit, and Parts II and III likewise; either of these combinations may be chosen by teachers who wish to emphasize the vocations.

The teacher will find it advisable to plan lesson assignments only after a careful examination of the suggestions which conclude each chapter, and which, under the heading, "Something for You to Do," supply further work for the student. These suggestions are a vital part of the text, and they will be found to provide a highly varied and flexible method of bringing the student into close contact with the life of his community. The teacher's use of these suggestions will depend, of course, upon the amount of time available, as well as upon similarly necessary conditions.

The text may be still further supplemented by the use of special sources of information.

The large school *dictionary* is one of these. The teacher ought to encourage the student to consult this volume freely, not only for the meaning of particular words, but also for general information on a wide variety of subjects.

The *encyclopedia* is another valuable source of information.

The daily *newspaper* may be used with effect, especially in connection with the assignment of projects.

Magazines are helpful in a civics course, particularly if they are of the type of "Current Events," "The Literary Digest," "The Independent," and "The Outlook."

Free *pamphlets* are often distributed by such organizations as civil service leagues, child welfare bureaus, and civic improvement societies; literature of this sort may well be collected by the members of the class, for use in studying particular problems.

State publications may generally be had free of charge, upon application to the various departments of the state government; the members of the class ought to be encouraged to gather such of these publications as are likely to prove of service in the work of the course.

The same is true of the *publications of the federal government*. Lists of available publications, together with prices, may be obtained, either from the several departments of the national government or from the Superintendent of Documents, Government Printing Office, Washington, D. C. In applying to the Superintendent of Documents it is advisable to indicate the department (and also, if possible, the particular bureau of the department) whose publications are desired. The money must be sent in advance whenever publications are ordered from the Superintendent of Documents. Stamps are not accepted.

Perhaps the teacher will want to organize the class for the special purpose of building up a small library, this library to consist of various publications supplementary to the text. If this is feasible, the students may be shown that the class is itself a kind of community, in which the members must work together to realize their common purposes. The cost of the desired publications might be raised by a "tax levy" upon the members of this class-community, or a considerable amount might be realized as the result of class activity outside of school hours, as for example by giving a supper or some sort of entertainment.

Books are also important sources of supplementary material, and accordingly a select list of these is given below.

A SELECT LIST OF BOOKS

- Adams, Henry C. *Description of Industry*. H. Holt & Co.
- Allen, Frederick J. *A Guide to the Study of Occupations*. Harvard University Press.
- Beard, Charles A. *American Government and Politics*. Macmillan.
- Bishop, Avarad L., and A. G. Keller. *Industry and Trade*. Ginn & Co.
- Bogart, Ernest L. *The Economic History of the United States*. Longmans, Green & Co.
- Brewer, John M. See Gowin, Enoch B.
- Bryce, James. *Modern Democracies*. 2 vols. Macmillan.
- . *The American Commonwealth*. 2 vols. Macmillan.
- Bureau of Vocational Information. *Training for the Professions and Allied Occupations*. Bureau of Vocational Information, New York.
- Carver, Thomas Nixon. *Principles of National Economy*. Ginn & Co.
- Center, Stella S. *The Worker and His Work*. J. B. Lippincott Co., Philadelphia.
- Cheyney, Edward P. *An Introduction to the Industrial and Social History of England*. Macmillan.
- Coman, Katharine. *The Industrial History of the United States*. Macmillan.
- Commons, John R. *Races and Immigrants in America*. Macmillan.
- , and J. B. Andrews. *Principles of Labor Legislation*. Harper & Bros.
- Crawford, Mary C. *Social Life in Old New England*. Little, Brown & Co.
- Daniels, John. *America via the Neighborhood*. Harper & Bros.

- Day, Clive. *History of Commerce of the United States.* Longmans, Green & Co.
- Devine, Edward T. *Social Work.* Macmillan.
- Dickson, Marguerite S. *Vocational Guidance for Girls.* Rand, McNally & Co.
- Drake, Durant. *Problems of Conduct.* H. Holt & Co.
- Dunn, Arthur W. *Community Civics for City Schools.* D. C. Heath & Co.
- Earle, Alice. *Home Life in Colonial Days.* Macmillan.
- Edgerton, Alanson H. *Vocational Guidance and Counseling.* Macmillan.
- Ely, Richard T. *Outlines of Economics.* Macmillan.
- Filene, Catherine. *Careers for Women.* Houghton, Mifflin Co.
- Gettell, Raymond G. *Introduction to Political Science.* Ginn & Co.
- Giles, Frederick M., and I. K. Giles. *Vocational Civics.* Macmillan.
- Gowin, Enoch B., and W. A. Wheatley. *Occupations.* (Revised by John M. Brewer.) Ginn & Co.
- Lewis, Burdette G. *The Offender and His Relations to Law and Society.* Harper & Bros.
- Lyon, Leverett S. *Making a Living.* Macmillan.
- MacCunn, John. *The Making of Character.* Macmillan.
- McAdoo, William. *Guarding a Great City.* Harper & Bros.
- McMurry, Frank M. *How to Study and Teaching How to Study.* Houghton Mifflin Co.
- Marshall, Leon C., and L. S. Lyon. *Our Economic Organization.* Macmillan.
- Munro, William B. *The Government of American Cities.* Macmillan.
- Myers, George E. *The Problem of Vocational Guidance.* Macmillan.
- Pechstein, Louis A., and A. L. McGregor. *Psychology of the Junior High School Pupil.* Houghton Mifflin Co.

- Proctor, William M. *Educational and Vocational Guidance*.
Houghton Mifflin Co.
- Ray, Perley O. *An Introduction to Political Parties and Practical Politics*. Chas. Scribner's Sons.
- Sandwick, Richard L. *How to Study and What to Study*. D. C. Heath & Co.
- Smith, J. Russell. *Commerce and Industry*. H. Holt & Co.
- Tufts, James H. *Our Democracy, Its Origins and Its Tasks*.
H. Holt & Co.
- . *The Real Business of Living*. H. Holt & Co.
- United States Bureau of Education. *Lessons in Community and National Life. Series A, B, and C*. Washington, D. C.
- Watkins, Gordon S. *An Introduction to the Study of Labor Problems*. Crowell.
- Weaver, Eli W. *Building a Career*. Association Press, New York.
- West, Willis M. *The Story of American Democracy*. Allyn & Bacon.
- Wells, H. G. *The Outline of History*. Macmillan.
- Williamson, Thames Ross. *Introduction to Economics*. D. C. Heath & Co.
- . *Introduction to Sociology*. D. C. Heath & Co.
- . *Problems in American Democracy*. D. C. Heath & Co.

CIVICS AT WORK

PART I—WHAT IT MEANS TO BE YOUNG

CHAPTER I

YOU ARE FORTUNATE

1. Perhaps you doubt this. — The title of this chapter declares that you are fortunate, but is this statement true? Is the world good to you? Do you have an easy time of it? Suppose you give a little thought to these questions, and then answer them as best you can.

Now it may be that when you have thought it over, you will object to being called fortunate. Probably you can recall a great many things which you wish to do, but which you are not permitted to do. Again, there must be all sorts of things which you are obliged to do, in spite of your dislike for them. In short, a little thought may convince you that the title of this chapter does not apply to you.

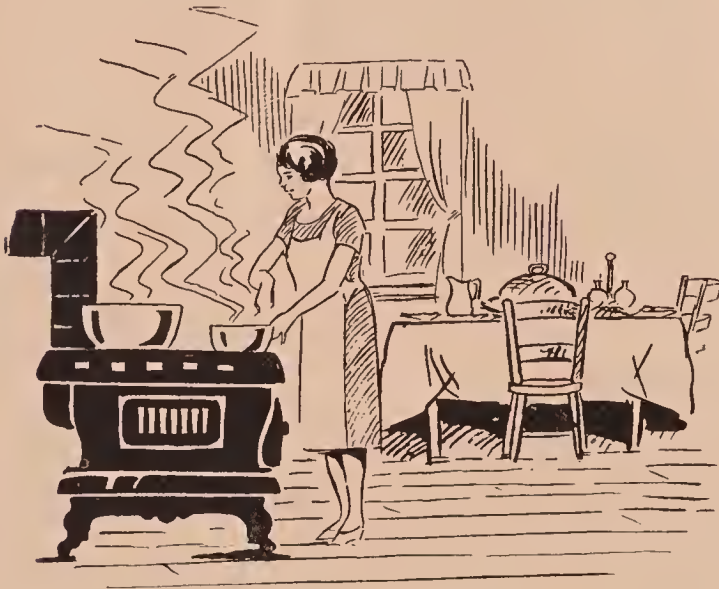
Then have the courage to say so. Of course, a person may make a nuisance of himself by continually denying what is told him, but a *reasonable* amount of doubt is good for all of us. For instance, in this case your doubt may simply mean that you wish proof of the statement that you are fortunate.

Let us see about this proof.

2. Who feeds you? — Who is it that provides you with the food which you consume every day of your life? It is your parents, is it not? Now and then you have dinner

or supper at a friend's house, and perhaps sometimes you yourself earn the money which pays for your meals. Nevertheless, the great majority of the boys and girls who attend your school depend directly upon their parents for food.

Three times a day your mother and father see to it that you have good things to eat. Bread, potatoes, milk, eggs, meat, butter, jam, soup, apples, pie,—think of all the nourishing food you consume! Without it you would soon



The children will soon be home from school, and so this mother is getting supper for them.

become weak and pale, and eventually you would perish. Your very life depends upon food. Therefore you are fortunate in having parents who daily supply you with wholesome meals.

3. Who clothes you?—Look at the comfortable well-made clothes you are wearing to-day, and

then run over in your mind all that you have in your closet at home. Think of the hats and caps and shoes and stockings you have! Think of the sweaters and belts and neckties and gloves and coats that belong to you! How did you come by all of these garments?

Perhaps you yourself earned the money which bought some of these clothes, yet it is more than likely that *most* of your wearing apparel is provided by other people. Aunts and grandfathers and numerous good friends may give you something to wear, especially as a Christmas or birthday

gift. And then there are your parents again, faithfully taking care that you have the clothes you need. When hot weather comes they provide you with light cool garments, and when winter comes with its icy breath your mother and father furnish you with stout shoes and gloves and a warm coat. You are fortunate.

4. **Who shelters you?** — When you go to bed you probably do not worry about a possible storm in the night. Why not? Because there is a strong roof and a tight ceiling over your head, while all about you are walls which fit snugly together and help to protect you against bad weather. The house you live in is a shelter.



Even a humble cottage is a welcome shelter against bad weather.

This shelter is provided by your parents. You may call it *your* house, but it is your mother and father who have built it, or bought it, or rented it. You live there with the other members of your family, and call it home. What is a home? It is a place to rest, a place to play and eat and study. It is a spot where you can feel safe from evil and threat and danger. Finally, it is a place where you can enjoy the companionship and affection of your family circle.

5. **Three drops in a bucket.** — To sum up what has been said so far, your parents see to it that you have food, clothing, and shelter. You could not possibly get along without

these things; indeed food, clothing, and shelter are so important that they are often called the three necessities of life.

Nevertheless, these necessities do not exhaust the kindness of your parents. The food, clothing, and shelter which they provide are only three drops in the bucket of their generosity. What are some other things which your mother and father do for you?

Suppose that you answer this question for yourself. It is a simple question to answer, because no one knows more than you do about this matter. Just think a little and you will certainly recall many things which your parents do for you, in addition to the food, clothing, and shelter which they provide.

6. You are also served by people beyond your family circle. — Your parents do a great deal for you; yet you must not imagine that your good fortune ends here. Your mother and father serve you, but there are many other persons who help you. This may be shown by the following example:

Suppose you come home from school sick. Your mother puts you to bed and calls the *doctor*. He discovers that you have a fever, and at his suggestion your parents employ a *nurse* to help take care of you. Meantime your father has gone to the drug store with a prescription. The *druggist* helps you by supplying the medicine which the doctor has ordered. Finally you get well again, and as soon as you are able you go off to school. On your way there you feel so weak and dizzy that you are glad when a kindly *policeman* helps you across the street. You arrive at school. The *teacher* knows that you have been sick, and consequently she moves your seat away from the window, so that you will not catch cold.

The doctor, the nurse, the druggist, the policeman, the teacher, — these are only a few of the people who may serve you in one way or another.

7. Why is all this possible? — Let us pause at this point and ask why you are able to enjoy all of these benefits.

Of course your parents are good to you because they love you, but how does it come about that they are *able* to



How does the above sketch illustrate the fact that you may be served by people beyond your family circle?

provide you with such things as food, clothing, and shelter? How do *they* get possession of these good things of life?

Or, to go beyond your family circle, how does it come that there is a doctor who can be called upon when you are sick? The nurse and the druggist, why is it that *their* services can be had? Why are there such people as policemen? How can you explain the existence of teachers?

We may answer all of these questions by saying that *you enjoy the advantages you do because you live in a community.*

8. The nature of a community. — What is a community? No doubt you have heard the word many times, and probably you suspect that it has something to do with people. That is true; indeed, the important fact about a community is that it consists of a group of people. And since we say a *group* of people it is clear that these people *live together*, or at least they live near one another. The chief reason why they live together is that they have *common interests*. In order to safeguard these interests, the people of a community make rules or laws, and these rules or laws they agree to obey.

We may now define a community as a group of people inhabiting a more or less definite area, working together for their common ends, and living under a common government.

9. Many small communities form a state. — Make an outline sketch map of your state. On this map make large black dots for the cities, smaller dots for towns and villages, and little dots for crossroads settlements and hamlets. This sketch map of yours will help you to understand the nature of community life.

Now the communities represented in your sketch have a great deal in common. They are neighbors. The area of the city communities adjoins the territory of near-by rural communities, and these rural settlements in turn connect with the surrounding localities. Many of these communities depend upon one another for food or manufactured goods. All of these places desire the good things of life, and so they may be thought of as banding together to form a larger community known as a *state*.

10. The states in turn make up the supreme community known as the United States. — Just as Ohio consists of a

number of smaller communities, so the neighboring state of Indiana is made up of numerous rural settlements, towns, and city communities. Likewise, Kentucky, Pennsylvania, Michigan, and each of the other states is a great community, embracing within itself many small communities.

There are forty-eight of these states. Taken together they make up what is called the United States of America. Of course you know this, but are you aware that the United States itself is a community? The individual states are great communities which go to make up that supreme community, Our Country. Turn back to your definition of a community, and you will see that it applies, not only to your local community, and to the state in which you live, but to the United States as well.

11. Do you belong to more than one community? — Yes, you do. You belong to at least three communities. These are the local community where you live and go to school, the state in which your local community is located, and finally the United States of America.

But if this is true, why do we generally speak of “the” community, as if there were only one community?

Let us see if we can answer this question. Notice, first of all, that the physical boundaries of a community are less important than are its ideals and character and daily life. Thus we speak of “the” community because we wish to emphasize the activities and traits which go to make up community life in general. For instance, the heading of the next section is “The community favors its young people.” This does not mean that any particular type of community favors its young people, but rather that community life in general treats its young people better than it does its older members.

12. The community favors its young people. — Do you believe this statement? Look about you and you will find plenty of proof that it is true.

All the world favors the child. Boys and girls often play while older people work. The traffic policeman takes special pains to see that young children get across the street



Young vines need more in the way of protection and training than do mature vines, and the same is true of people.

in safety. Parents deny themselves a great many comforts for the sake of being able to make their children happy. Free public education is provided for us when we are young. If one man abuses another we think little of it, but if he abuses a child we are indignant. Nothing so rouses public sympathy as little folks who are sick or hungry.

No matter in what way you come in contact with the community, you will probably find that you are treated

with more consideration than an older person would be. We repeat, the community favors its young people.

13. One reason for this. — Why is the community especially good to children?

One reason is that children need help in mastering their many problems. There is much to be learned in this world, and although it is you who must stock your mind with knowledge, the community believes in helping you. Therefore it offers you many valuable types of training, as we shall see later on. Remember, meantime, that your community treats you with special favor because it realizes your need for information, wisdom, and skill in the complicated business of living.

14. A second reason. — The second reason why the community favors its young people is that children are more easily injured than are adults. Just as young kittens and young trees are more delicate than they will be later on, so young human beings are more tender than grown people.

This is why the community takes special pains to protect its children. It does what it can to safeguard you from evil companions and bad habits. Such dangers as contagious disease are fought by the community, in order that you may live a long and healthy life. The community also endeavors to cut down the number of accidents which threaten you. Again, the community protects you against foul play, as we shall see in the next chapter.

Something for You to Do

1. Look back over the preceding chapter. What is the central idea or theme which it has developed? Answer this question briefly and in your own words.

2. Select, for study, three of the articles of food which appear on your breakfast table. Where was each of these articles originally produced? Where did your parents get them?
3. Ask your mother how she decides upon what to provide for your meals. For example, how much is she influenced by the price of various foods, how much does she take your likes and dislikes into consideration, and how much does she consider the nutritive value of foods?
4. Some boys and girls object to wearing garments which have been patched or mended. Why is this?
5. Do your parents own the house you live in, or do they rent? What are the advantages of owning your own home? What are the advantages of renting?
6. Which do you think is the more important to a community, a lawyer or a dentist? Explain.
7. Some people maintain that a drug store ought to keep open all night, in order to serve persons who may need medicines or drugs. What do you think of this idea?
8. Make a brief report to the class upon the origin of the community in which you live.
9. Does your local community depend upon neighboring communities for food or clothing? Explain.
10. In what ways do neighboring communities depend upon your local community?
11. Have you ever heard the term "community spirit"? What does it mean?
12. Our definition of a community declares that the people of a community inhabit a more or less definite area, and also have common ends. Which do you consider the more important to the definition, the common ends or the fact that the people live in a rather definite area? Give your reasons.
13. In general, parents try to make things easy for their children. Is this always a good thing for the children? Explain.
14. Can you think of any exceptions to the rule that the community favors its young people?
15. Why do you suppose the community wishes to help you increase your knowledge of the world about you?

16. It is true that young people are more easily injured than are adults, but what is the reason for this?
17. There is an old saying which declares that "as the twig is bent, so the tree inclines." How does this apply to you?
18. The last sentence in Section 14 of the text states that the community protects you against foul play. Without turning to the next chapter for an answer, can you define foul play?

A. *THE COMMUNITY PROTECTS YOU*

CHAPTER II

YOU ARE PROTECTED AGAINST FOUL PLAY

15. We object to foul play. — Have you ever seen or heard of a human being who was willing to be wronged? Probably not.

At any rate, history offers no proof that people have ever been content with mistreatment. On the contrary, all of the records which we possess indicate that humanity has always craved justice. Ignorant savages, rude barbarians, highly civilized races, — they have all struggled to preserve fair play.

When we look about us to-day, we find a similar attitude. Our friends and neighbors object to being mistreated. Every one of us yearns for a square deal and equal opportunity with others. No one wants to be deceived, or robbed, or hurt, or killed.

16. But can we always protect ourselves? — Now it is one thing to object to foul play, and another thing to protect yourself against it. Of course there are many cases in which you can look out for yourself; on the other hand there are many dangers against which you alone are practically helpless.

Suppose, for example, that a foreign nation sent a fleet of airplanes to bomb your community. How would you protect yourself against the powerful enemy?

Or suppose that your rich and influential neighbor secured possession of your house and declared that it rightfully belonged to him. What would you do?

To take another example, what if a thief knocked you senseless and robbed you? Would you feel equal to the task of bringing him to justice? Probably not.

17. This brings us to the idea of government. — The examples which we have just noticed are intended to show that you need help in protecting yourself against foul play. This help you receive through what is known as government.



A policeman taking the oath to discharge his duties faithfully. One of these duties is to help protect us against foul play.

What do you think of when the word "government" is mentioned? Do you have a mental picture of public buildings, laws, policemen, and numerous important

officials? Is your notion of government confused? Do you think government is hard to understand?

It ought not to be, for it is really a simple thing. To strip it down to its simplest terms, government is nothing but a scheme which people have invented. The purpose of this scheme is to enable people to get along together.

18. Government has adjusted itself to the needs of our communities. — The important fact in this chapter is that government endeavors to protect you against many

kinds of foul play. Before we go on with this central theme, however, you must know a little more about government.

For instance, you need to know that government exists to serve the people. It is a tool or device which helps us to meet our common needs. By "our common needs" we mean the needs of our communities. These communities vary among themselves, some being small and simple, others being large and complex. This means that our communities have *different* needs. Government is a means of meeting these different needs, therefore our government varies in such a way as to fit the requirements of our different communities.

19. We have three general sizes of government. — In the preceding chapter, you will remember, we saw that communities may be classified as either local, state, or national. Our government has adjusted itself to fit the size of these communities, and as a result we have three general sizes of government.

Thus we have *local government* for those smaller communities known as townships, counties, villages, towns, or cities. The aim of local government is to serve the community which has adopted it.

Then for that larger community, the state, there is a type of government called *state government*. In many ways the government of your state is larger and more powerful than the government of your local community. Your state government exists to meet certain of the needs of all the people living within its boundaries.

Finally, we have a *national* or *federal government*, with its capitol at Washington, D. C. The national government exists to serve the people of the nation as a whole.

20. The national government protects you against foreign enemies. — To come back to the matter of foul play, let us notice that foreign nations sometimes threaten our country with war. We want protection against this danger. Which of our governments is best able to safeguard us against foreign enemies? Our national government, of course, because it is our most powerful form of government.

We find, therefore, that the government at Washington spends more than a billion dollars a year for defense. It buys great quantities of arms and ammunition, it manufactures explosives, and builds airplanes, and constructs battleships, and maintains an army and a navy. All this is for the purpose of protecting us against possible foul play on the part of foreign nations.



This sketch illustrates three methods by which we are protected against foreign enemies.

21. We are also in danger of foul play at home. — It would be wonderful if we Americans could say that we never meet with foul play except when we deal with foreign nations, but we cannot truthfully say this. Foul play is a widespread evil. We sometimes find it abroad, but we also run across it within our own borders. Our nation is made up of more than a hundred million people, and although it is a shameful thing to have to admit, these people are of all sorts — good, bad,

and indifferent. Some of these persons will take advantage of us if they get a chance, therefore we make use of government to protect ourselves against them.

All three forms of government — local, state, and national — take part in this important work.

22. Our property rights are protected. — Every human being has an inborn desire to acquire things. These things we look upon as ours. We own them, and call them our property. When we are very young our property consists of toys or books, but by the time we are ten or twelve or fourteen years of age we often own a variety of valuable articles, and after we are grown we shall possess such forms of property as automobiles, houses, and land.

Now if you have come by your property honestly, you will find that the government will protect you in its possession. If you are robbed or defrauded in any way you are entitled to appeal to such officials as the police. These officials will bring the offender to justice and oblige him to make amends for the injury he has done you.

23. Protection in our business dealings. — A great deal of our time is taken up by some sort of business, hence it is important that we be sure of fair play when we deal with our fellows. Here again government helps us.

For instance, the government declares that people must live up to their business agreements. If your father is building a house, and wishes to finish it before winter, he may ask his lumber dealer to sign a contract to the effect that the roofing must be delivered before the end of October. If the lumber dealer fails to live up to this signed agreement, your father can take his case to court and get damages.

Or, to take another example, the government makes sure that our financial system is sound. Both our state and

national governments have laws which require banks to be careful in handling funds. Our national government controls the manufacture of money, so that we can be sure that a coin or a banknote is worth just what it claims to be worth. Any one who imitates or counterfeits lawful money is subject to arrest and imprisonment.

24. Fair weight and fair measure. — Our national government also does a great deal to protect us against unfair



How does this woman know that she is getting fair weight?

weights and measures. Thus it has decided that we ought to have certain standards of weight and measure, and accordingly we make use of such units as pounds and ounces, feet and inches, bushels and pecks, and gallons and quarts. The government at Washington maintains a Bureau of Standards, where the lawful standards of all sorts of measurements are kept.

To aid in maintaining these standards, the government of your state employs an inspector of weights and measures. This inspector travels about the state, examining every kind

of measuring and weighing device which is used in business. In every community that he visits he goes into stores, shops, and markets, and makes sure that the customers of these places are getting as much as they pay for.

25. We are also protected against crime. — There is still another form of foul play. This is *crime*. What is a crime? It is an act which is punishable by law because it is considered injurious to the community. Theft, house-breaking, forgery, and assault are examples of crime.

Be sure that you understand this definition. Crime is always foul play. It is always selfish, dishonest, violent, or otherwise harmful to the people of our community. For that reason the community frowns upon crime, and permits government to pass laws against it. Laws against crime have been enacted by our local government, our state government, and our national government. These laws define the various types of crime, and also provide for the discovery, arrest, and trial of offenders. All this causes most people to refrain from committing criminal acts; on the other hand, there are always a few people who yield to the temptation to commit crime.

26. What happens when a crime has been committed? — In order to illustrate the manner in which government aids us against crime, let us suppose that your father's automobile has been stolen.

Your father notifies the police of the loss of his car, whereupon all the wonderful machinery of justice is set in motion. Descriptions of the stolen automobile are spread abroad. The local police search the vicinity, while in neighboring communities also the authorities keep a sharp outlook for the thief and the automobile.

Suppose the criminal is caught, then what? He is taken

before the proper official and questioned. Arrangements are made to bring him to trial. The day of the trial arrives. Your father is present to identify the car. Other witnesses are heard. If the prisoner is found guilty he is fined or imprisoned; if he is found not guilty he is released. As for your car, it is returned to you. Justice has been done.

27. But every one is entitled to a fair trial. — Justice means fair play for every one. Therefore, when we say that justice has been done in court, we mean that both the accuser and the accused have received a square deal. No matter how lowly a man is, or how serious his crime, he is entitled to a fair trial. The law guarantees him this.



A police court. Now what will happen?

Thus a person accused of crime has a right to a speedy trial. This trial must also be public. The prisoner is permitted to hear what is said against him. He has the privilege of producing witnesses who will testify in his favor. Again, he has a right to be represented by a lawyer, and if the case is serious he is entitled to be tried before a jury of twelve persons. Finally, no one can be tried twice for the same offense.

28. We are also protected against our government. — By this time it must have occurred to you that our govern-

ment is very powerful. Of course it *must* be powerful if it is to protect us against foul play, but what if the government itself treated us unfairly!

In former times this is precisely what government often did. In European countries, for example, people were once treated very harshly by their rulers. Private property was seized, enormous taxes were levied, and a great many persons were unlawfully imprisoned. The hero of Alexander Dumas' famous romance, *The Count of Monte Cristo*, was one of these unfortunates.

In our day, however, the government of every civilized nation is limited in its powers. This is true of the United States, not only in our national government, but with respect to state and local government as well. The object of this limitation is to keep our servant, the government, from becoming our master.

29. The Constitution of the United States safeguards us. — If you will turn to the appendix at the back of this book, you will find a document which is known as the Constitution of the United States. It may impress you, at first, as a very dull affair, but as a matter of fact it fairly bristles with interesting things. This constitution is the very basis of our national government, because it is here that we find in definite language a description of what our various divisions of government may and may not do. Our Constitution was adopted at the beginning of our national life, and ever since that time it has acted as a giant friend to us, guarding us against oppression and protecting our rights.

30. Some examples of this. — Let us mention a few of the ways in which the Constitution of the United States safeguards us.

For one thing, it assures us that we may worship God as we see fit, without interference on the part of the government.

We are also entitled to free speech. Likewise we have the right to gather together in peaceable assemblies and talk over our problems and grievances. The Constitution guarantees the freedom of the press.

It declares us to be secure in our persons, houses, papers, and effects, against unreasonable searches and seizures.

Another important safeguard is the constitutional assurance that no person shall be deprived of life, liberty, or property without due process of law.

In addition to these guarantees, the Constitution of the United States has a great deal to say about your rights before the law, as you will find by examining this great document.

Something for You to Do

1. Look back over the preceding chapter. What is the central idea or theme which it has developed? Answer this question briefly and in your own words.
2. Make up your own definition of justice, using short simple words. Be prepared to defend this definition in class.
3. Name three types of foul play against which you can protect yourself, without calling upon others to help you.
4. What was the name of the last war in which the United States took part? How long did this war last?
5. Just what is the difference between an army and a navy?
6. See what you can find out about life in the United States army. How would you like to enter the army as a profession?
7. What are the advantages and disadvantages of being a member of the United States navy?
8. Just what is meant by private property? Distinguish between private property and public property.

9. Suppose that your neighbor's dog comes into your yard and kills your chickens. You object to this, but your neighbor refuses to keep his dog at home. What remedy have you?
10. It has been said that modern business would be impossible if the government did not enforce contracts. Do you agree with this statement? Give your reasons.
11. Find out how often the weights and measures in your community are inspected. Who does this?
12. Ordinarily we do not hesitate to accept paper money in exchange for gold or silver. Why is this?
13. What is meant by *habeas corpus*?
14. Visit a police court, and observe closely the manner in which an examination or trial is conducted. Make a brief report to the class on what you have seen.
15. What is trial by jury, and why is it important?
16. What is the difference between a criminal trial and a civil suit?
17. Debate the following question, "Resolved, that capital punishment ought to be abolished."
18. What is meant by saying that no person shall be deprived of life, liberty, or property without due process of law?
19. Section 30 of the text mentions several ways in which the Constitution safeguards our rights. Add three items to this list of guarantees. (Consult the appendix to this text.)

CHAPTER III

YOU ARE PROTECTED AGAINST ACCIDENT

31. We are surrounded by machines. — You have read in history of the days when there were no machines, but how strange and far off that time seems! To-day we are rarely out of sight or hearing of machinery of some sort.

Take, for example, the simple case of a stenographer who goes out for lunch. She gets up from her typewriter, which is a machine, and makes her way into the hall to the elevator. This elevator is a machine. The term machinery may also be applied to the apparatus which ventilates the building where she works, and also to the system which supplies it with heat. As soon as she passes from the office building into the street our stenographer is surrounded by machines: automobiles, street cars, automatic traffic signals, and so on. When she has eaten her lunch she returns to the machine by which she earns her living — the typewriter.

Machines, machines, machines, they are everywhere!

32. An efficient but dangerous comrade. — Machinery is very clever at helping us do our work, and that is why we have surrounded ourselves with all sorts of mechanical devices. The machine is our very efficient helper.

But the machine is also a very dangerous comrade. Of course we like to speak of it as our obedient slave, yet what shall we say when the machine called a locomotive runs over a man and kills him? What shall we say when the

machine called a boiler explodes and scalds two or three or four people? It looks as if our slave, the machine, sometimes turns into a master, and a ruthless one at that!

33. A caution and an invitation. — Notice that word “ruthless” in the last sentence of the preceding paragraph. Do you know what it means, or did you simply skip over it?

You should never slip past unfamiliar words. Some day you will be earning your own living, and when that time



The circular saw is a great help, but it is also a great danger.

comes you will discover yourself to be handicapped if you have not got into the habit of mastering things as you go along. Besides, words are really tools which have the power to help you in your work, both in school and out of school.

As we go on in this text we shall now and then come across difficult words. These

words have been used purposely, so that you can look them up and thus improve your knowledge of the English language.

34. Accidents are altogether too common. — To come back to machinery, it is sometimes a ruthless master. We boast of our industrial success, but we pay for this success in terms of human life and happiness. We dash about in automobiles, but we hurt and kill a great many people in doing so. We fill our mills and factories with wonderful

machines, but the same machines that make cloth or shoes for us also cripple many of our workmen.

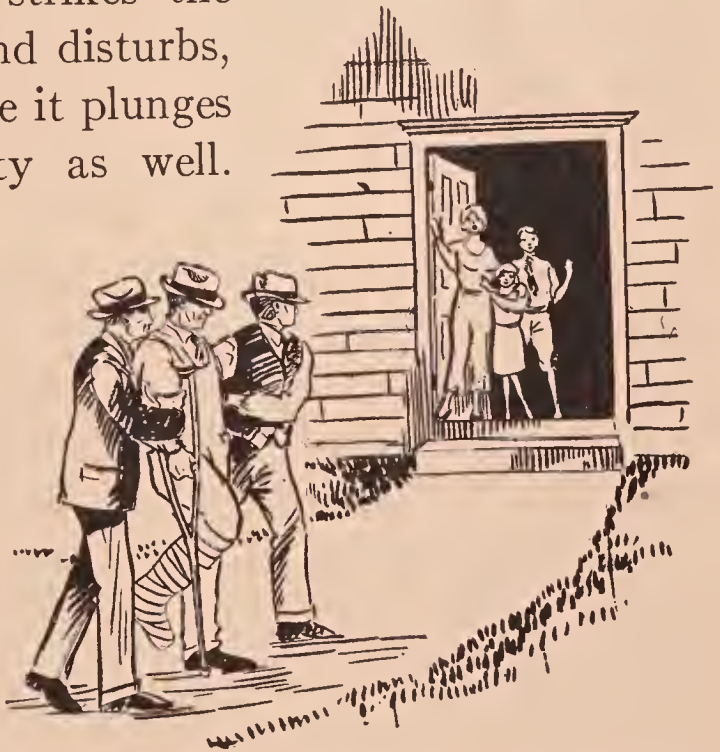
This condition is really almost as bad as a war, for every year thousands of Americans are killed in accidents, while more than a million are seriously hurt. Broken legs, eyes gouged out, burned faces, crushed ribs, twisted spines, hands cut off, — these are part of the shocking price which we pay for the use of those efficient machines of ours.

35. Every accident is like a stone cast into a pool. — Suppose you throw a stone into a pool of water. What happens? The stone strikes the surface of the water and disturbs, not only the spot where it plunges down, but the vicinity as well.

Excited little waves widen out from the center, out and further out, until we are sometimes astonished that a little stone should have such far-reaching effects.

That is the way it is with an accident. Suppose that a rail-

way brakeman loses a leg in a wreck. It is a common accident, but imagine the results of this loss of a leg. The man's wages stop. The doctor sends in his bill, but there is no money to pay him. After a while the family savings are exhausted. The children need food and clothing. The mother goes out to work, but she does not earn enough to support them all.



The man with the bandaged leg has met with an accident. How will this affect his wife and children?

The older children are obliged to leave high school and go to work. The younger children drift into the streets, because their mother is gone all day.

Thus you can see how many evils may follow from a simple accident.

36. Enter the law. — If you have ever taken part in school dramatics, you will probably remember that when things are going very badly, the stage directions say, “Enter the hero,” and in he comes to straighten out matters.

That is the way it is with this problem of accidents. So many of our people have been hurt or killed that the law has come forward as a kind of protecting hero. When the law first began to do this, some employers objected that we had no right to make rules against accidents. In recent years, however, these objectors have had less and less to say. This is as it should be, because the purpose of government is to help us, and certainly we need help in reducing the number of accidents in American life.

37. Some examples of what is being done. — Our government, then, has passed laws which aim to prevent accidents.

For instance, mills and shops which make use of whirling machinery are obliged to cover it, or screen it, or otherwise help their employees keep out of it. Blast furnaces, hoisting machinery, and revolving saws must be arranged so as to endanger the operator as little as possible. In many printing establishments the presses are now equipped with devices which make it impossible for the laborer to have his hand crushed.

Look about you next time you ride in an elevator and you will probably see a notice that it has been inspected by a government official. This is for your safety. Likewise the boilers in factories and heating plants are subject to

inspection, so as to make sure that they are not dangerous. We also have laws which require safety in the manufacture of gunpowder, the making of chemical compounds, and the handling of dangerous drugs.

38. The nature of workmen's compensation. — The term "workmen's compensation" means "payment for injury while at work." For example, if you are employed in a store, mill, shop, or factory, you may be paid for any injury suffered in connection with your work. If your injury is slight you will be paid relatively little, but if you are unable to work for a long time you will receive a larger sum. Workmen's compensation thus insures an employee against accident. Such insurance is a very good thing, because it reduces the suffering which so often follows in the wake of an injury.

Most states have passed laws which provide for workmen's compensation. If you will take the trouble to look into the matter, you will probably find such a law on the statute books of your state. Perhaps this law is called by some other name than "workmen's compensation," but if it provides for a money payment to injured employees it is nevertheless what we have called a workmen's compensation law. Do not be confused by a difference in names.

39. How we are protected against fire. — Accidental fires are a source of great danger to us, therefore our government endeavors to prevent them. The fire escapes which you see on the outside of large buildings are there because the law requires them. Moreover, we have laws which oblige theaters and other public buildings to have plenty of well-marked exits. Building inspection and provision for the disposal of rubbish are also part of the community's attempt to prevent fires.

In spite of these precautions, however, a fire does sometimes break out. In this case we are reminded of one of the great blessings of living in a modern community. We signal the fire department for help, and in an instant it is preparing to aid us. A gong or a whistle sounds, street traffic draws out of the way, then with a rush and a roar the fire fighters appear. They are brave and they are skillful, so that it is not long before their streams of water and

chemicals have made headway against the fire.



Every railway crossing should be plainly marked with warning signs. Why?

40. Let us consider the automobile.

—How quickly life changes! When your grandfather was a boy he probably drove about in a buggy, but nowadays most of us have little use for horse-drawn vehicles.

The automobile is so much faster and so much more comfortable. Besides, “every one has a car these days.”

That is just it. *Every one has a car these days.* No matter where we go we see automobiles. Our streets and highways are packed with them. Every year the number of cars increases, and every year their manufacturers put forth a quieter, swifter, more powerful machine.

All of this increases the danger of going about. Like machines in general the automobile is a help but also a danger. Every day it injures or kills hundreds of our

people. We risk life and limb when we venture out upon the highway or even attempt to cross the street. Who is there who has not had a narrow escape from injury or death, and all on account of an automobile!

41. We are therefore obliged to regulate traffic. — The automobile is a most useful invention. In fact, now that we have it we do not see how we ever got along without it. On the other hand, common sense tells us that we must be protected against it, and so again we have had to say, "Enter the law." The result is that we now have numerous laws which aim to make the automobile a safe companion.

Thus you will find that your community will not tolerate dangerous methods of operating an automobile. Reckless driving is prohibited. Driving while under the influence of liquor is a serious offense. In most communities automobiles are required to be equipped with good brakes and properly adjusted headlights.

In order to help both automobile drivers and people on foot we have established numerous traffic signals. Dangerous corners and curves are generally marked. Above all, we have provided traffic policemen at busy corners. These officers are many times an absolute necessity, for without them a busy street corner might be as dangerous as a battlefield.

42. Let us go to war. — Now and then we meet young people who say they are bored. In many cases this is merely a pose, yet sometimes we do find boys and girls who really believe that life is dull. They sigh over the world, or wish they had lived in the days of knighthood, or long for a war to test their powers and their courage.

But there are plenty of wars for you. What is a war,

after all? It is a fight, a struggle to defeat an enemy. And what is Accident but an enemy? He cripples people who are minding their work and trying to earn a living; he lies in ambush and slays little children and innocent women and strong men. Our enemy Accident is at large, leering at us, challenging us. Let us go to war with him, not only because of what he has already done, but in defense of our own future.

43. Take care of yourself. — There are certain old novels and stories in which the children go away from home,



Be careful.

and as they take leave of their mother she smiles bravely and says, "Take care of yourself."

No one reads these old-fashioned tales any more, but the advice to take care of yourself is even more precious now than it was in the days of long ago:

Take care of yourself! Watch out when you are in the street, lest all of a sudden that strong young body of yours be struck down by a rushing automobile. Learn to swim. Give dangerous machinery a wide berth. Beware of fire-arms and large firecrackers. Never mind people who dare you to do this or that dangerous feat.

He who goes easy will go far, says the old proverb.

44. The "other fellow." — If you are careful you can avoid many accidents which might otherwise plunge you

into grief and suffering. At the same time you must not overlook the fact that the most careful person in the world may lose his life in an accident. Suppose, for example, that a traffic officer beckons you to cross the street. You start across. The automobiles have been ordered to halt, but suppose that an ignorant or careless driver lunges forward and strikes you. You were careful; yet you are hurt.

Therefore, the prevention of accidents depends as much upon the "other fellow" as upon you. You are not living alone in the world, but in a crowded community, in close contact with numerous other people. What you do affects these people, and what they do affects you. If you wish to feel safe from the danger of accident, you must try to get every one else to be as careful as you are.

45. Safety First. — We may conclude, from the preceding paragraph, that *no one* in the community is safe from the danger of accident until *every one* has got in the way of being careful. In other words, there must be coöperation among all of the members of the community. But how shall we secure this coöperation?

The Safety First movement is the answer to this question. Safety First is a motto or slogan, and it means simply that we are trying to persuade every one to take care as he goes about his business. When you play or work in a careful manner, you are aiding the Safety First movement. Likewise, you are aiding it when you set your companions an example in being careful.

Health, happiness, and long life make up the goal of the Safety First movement. Do what you can to help it along.

46. First aid to the injured. — One way in which you can advance the Safety First movement is to learn the principles of first aid to the injured. For your own sake learn

how to staunch the flow of blood, and how to revive a comrade who is near death from drowning, and how to give relief to a brother or an acquaintance or a stranger who is suffering from a broken bone.

The community offers you many chances to learn such things as these. There is the Red Cross, which sends lecturers all over the land in the interest of first aid methods. Organizations such as the Boy Scouts and the Girl Scouts give instruction in first aid. The Young Men's Christian Association and the Young Women's Christian Association often teach first aid. Lastly, the teachers of your own school will be glad to help you learn what you ought to know concerning the principles of first aid to the injured.

Something for You to Do

1. Look back over the preceding chapter. What is the central idea or theme which it has developed? Answer this question briefly and in your own words.
2. Let each member of the class make a list of the machines seen or heard on the way to school. Compare these lists in class.
3. How many of our present-day machines were unknown a hundred years ago?
4. Get a copy of a newspaper and go over it carefully, in order to discover the number and nature of the accidents which it reports.
5. Describe to the class a serious accident which you have witnessed. Could this accident have been prevented?
6. Section 36 of the text states that formerly some employers objected to our making rules against accidents. Why do you suppose these people objected?
7. Has your state a law which provides for workmen's compensation? If so, what are the chief provisions of this law?
8. Interview a friendly employer in your community, and ask for his frank opinion of workmen's compensation laws.

9. Visit a factory, shop, or mill, for the purpose of observing the ways in which the employees are helped to avoid accident.
10. Make a brief study of the fire-fighting system in your community. In what ways has its equipment been improved in the last twenty years?
11. What do the laws of your community say concerning fire escapes?
12. Locate each of the fire escapes in your school building.
13. Summarize the traffic regulations now in force in your community.
14. Debate the following question, "Resolved, that any person convicted of driving an automobile while under the influence of liquor ought to be made to serve at least a month in jail."
15. What progress has been made in your community by the Safety First movement?
16. What do the Boy Scouts and Girl Scouts in your community do toward preventing accidents?
17. Just what is the purpose of the Red Cross?
18. How would you go about staunching a flow of blood?
19. How would you revive a person who has been overcome by gas?

CHAPTER IV

YOU ARE PROTECTED AGAINST DISEASE

47. He who has health has riches. — There is an ancient story of a rich king who was always ailing in body. One day he met a beggar who was fairly bursting with energy and good spirits. The king envied the beggar his health and the beggar longed for the king's riches, whereupon they appealed to a magician to bring about an exchange. The magician did as he was asked.

The man who had been a beggar was now rich, but alas! he soon discovered that he was also tormented by disease. After a while he was so tired of his bargain that he offered to trade back with the king. The king refused. A weak sickly body had taught him what the beggar learned too late, — namely, that he who has health has riches. Not riches in terms of dollars, but a wealth of power, a treasure house of endurance, and an abundance of joy in living.

48. The chief destroyer of health is disease. — The great majority of us are born rich in health, but sometimes we fail to keep this precious gift. This is because of certain evil enemies. Accident is one of these enemies. Disease is another.

Disease attacks us in cunning secret ways. It has a host of messengers which we call germs, microbes, or bacteria. These messengers are so tiny as to be invisible to the naked eye, but with the aid of the microscope we have learned how they work. We know that the germs of disease live in foul

air, clothing, food, and water. These places are an ambush from which disease darts out upon us in the form of influenza, scarlet fever, diphtheria, tuberculosis, or some other malady. Once it gets a start, disease may send its messengers from one person to another, until hundreds and even thousands of people have been infected.

49. We have declared war upon disease. — We cannot be sure of retaining our health if disease is about, therefore we are doing everything we can to stamp out this enemy.



The man who is coughing is helping to spread disease. How?

Our communities have developed an efficient method of fighting disease. There are laws and ordinances which help us to live and work in a sanitary manner. Likewise, there are numerous public health officers whose duty it is to guard and promote our health.

Of course disease is a stubborn powerful foe, so that you must not expect that we have destroyed it altogether. On the other hand, we have gained many victories over it, with the result that disease is rapidly retreating.

Let us notice a few of the ways in which we have made progress in this regard.

50. We need pure food. — What we eat has a great deal to do with our health. If our food is wholesome, we thrive and grow strong, but if we eat spoiled meat or infected oysters or adulterated candy, we are likely to fall sick.

Of course you may say that we ought to look out for such things, but this is not so easy as it sounds. How can you



A meat inspector at work. Whatever he stamps is fit for food.

tell if a cabbage contains disease germs or not? Or how are you going to make sure that the fruit you buy has been grown under sanitary conditions? Food may *look* wholesome and yet be diseased. Besides, those who live in cities are obliged to select foods largely from what the markets offer. Most of the food of the city dweller comes, not from his own garden or field, but from “some-

where.” If it is infected he has no way of knowing it — until it is too late.

How, then, are we to be sure that our food is pure?

51. What the community does to make sure that our food is pure. — Perhaps you have never stopped to think of it, but the community keeps watch over the people who supply us with food.

Government inspectors examine meat which is to be

offered for sale; and if it is unwholesome it is destroyed. From time to time the stores and markets in your community are visited by inspectors who are on the outlook for impure foods. Sometimes the law requires fruits and fresh vegetables to be kept covered. If there is a cold storage plant in the vicinity, it must be kept clean. Whoever offers canned or bottled goods for sale must make sure that they do not contain harmful ingredients, otherwise he may be arrested as a violator of the pure food laws.

In these and many other ways, the community attempts to keep our food supply pure and wholesome.

52. The danger of impure milk. — All experts agree that milk is one of our most important foods. Every one uses it in some form, while babies and invalids are often absolutely dependent upon it. Pure milk is a great blessing to a community, but infected milk is a great evil.

What is meant by infected milk? Simply that the germs of some such disease as tuberculosis or typhoid fever have secreted themselves in the milk. These germs may come from the cow that produces the milk, but they may also come from a filthy milk can or a sick dairyman. In any case, once the milk has become infected it endangers the health of every one that uses it.

53. The struggle for pure milk. — Fortunately we now understand how milk may become infected, and how it may spread serious diseases over a wide area. This is why we permit our government to supervise the handling of all milk offered us for sale.

This supervision is carried on chiefly by means of inspectors who go about testing milk and examining the manner in which it is bottled and shipped. Practically all of the milk used in cities comes from dairies and farms some dis-

tance away, hence care must be taken to have the milk arrive fresh and clean. If the weather is warm, the milk may have to be iced. In many cities it is also pasteurized, which means that it is treated by heat in such a way as to destroy the harmful bacteria in it.

54. Good water has become a problem. — A hundred years ago most of our communities were so small that few people had to worry about a supply of fresh clean water. There was often a lake handy, or perhaps a river or small stream, or at any rate a natural spring or a well. Every one took what water he wanted, and thought no more about it.

But for many of us this is no longer possible. The old-time crossroads has given way to a village, the village to a town, and many of our towns to populous cities. The people in these cities are far from a natural water supply; indeed, there are thousands of us who rarely see a lake or a river. Even if we did live near a stream we should be afraid to use water from it. Why? Because we know that a great many people throw their garbage and sewage into convenient streams, and because we also know that this filth is the cause of impure water. To give a single instance, a water supply which has been polluted in this manner may result in an epidemic of typhoid fever.

55. Most of us have the community to thank for pure water. — Just as the community has come to our aid in the fight for pure milk, so it sees that we have pure water. Your community has a water system, for the purpose of furnishing you and its other members with good water.

The source of this water may be a river, or a number of ponds, or even a distant lake. At any rate the water is piped to a reservoir, from which a network of underground pipes conducts it to houses and stores and mills and public

buildings. This water has been filtered or otherwise freed from impurities, so that you may feel safe in using it.

It may be romantic to drink from an open stream, but nowadays it is wiser to get your water from a faucet!

56. Pure air is not always free. — Air is so plentiful that when we wish to emphasize the fact that something is cheap or easy to get we say it is as “free as air.”

But although air in general may be free, air which is *pure* is not always easy to have. In our cities, for example, the air is often polluted by smoke, gases, dust, and all sorts of nameless rubbish. Then, too, every large community has a certain number of houses which are so poorly constructed that it is



Do you think the people living in these buildings get enough air and sunshine? What about the back rooms?

hard to ventilate them. In the poorer parts of our cities there are huge tenements which are so crowded that the families who live in them have very little fresh air and practically no sunshine. This is bad, because disease thrives in dark, damp, poorly ventilated places.

57. So now we have what is called housing reform. — A good many of our cities simply *grew*. In other words, they developed in a haphazard way, expanding and making progress, but also making mistakes. One of these mis-

takes, we now realize, was to permit the construction of so many crowded unsanitary tenements.

Accordingly, we are doing a great deal to correct this evil. Many of our cities and states now have laws which lay down certain minimum requirements for window space, plumbing, stairways, and disposal of garbage. Housing laws vary from one community to another, but in every case their aim is to make sure that the dwellings of our people shall be at least fairly healthful.

58. Getting rid of our waste. — Wherever people live in communities there are large quantities of waste which they must dispose of somehow. Otherwise our streets and yards would soon be clogged with disease-breeding refuse.

We dispose of our waste in various ways. Old bits of paper we often burn. Ashes we place in barrels or other containers, and at regular intervals the community sends a wagon to collect them. Tin cans are likewise gathered up and taken to some out-of-the-way place.

Garbage may be disposed of in any one of several ways. It may be burned, or it may be made into fertilizer, or it may be sold to farmers who feed it to their hogs. Sometimes it is dumped or buried on the outskirts of the city.

Sewage is drained out and away from our houses by means of pipes. These pipes may lead to a convenient lake or river, but since this may pollute the water supply, most communities employ some other method of disposing of their sewage. Probably the best way is to treat it with chemicals which will kill the harmful bacteria in it.

59. Quarantine, and why it is important. — Sometimes the health authorities keep us from leaving our homes, or traveling, or otherwise moving about, until it is certain

that we are free from contagious disease. This is known as quarantine.

The best known form of quarantine may be illustrated by the appearance of smallpox in a community. As soon as the proper health official learns of this he goes to the home of the sick person and fastens a notice of quarantine to the outside of the house. This notice warns the family within to remain on the premises until a certain time has elapsed. Doctors or nurses are permitted to enter the house, but all other persons are warned to keep away. The object of all this is, of course, to keep the disease from spreading.



This boy has been quarantined, yet here he is, going out into the street. Is this fair to his friends and neighbors?

60. Prevention *versus* cure. — “An ounce of prevention is worth a pound of cure,” hence our health officials do their best to keep disease from even appearing in the community.

This is one reason why our streets are kept free of garbage and rubbish.

Vaccination is also valuable in keeping down disease.

The medical inspection of school children results in better health, as you probably know very well.

Then there is that valuable servant of the community called the public health nurse. She spends most of her time visiting in private homes, and when she finds persons who are in need of medical treatment she sees that they get it. This medical treatment is provided by clinics, dispensaries, or hospitals. All this helps to prevent disease.

61. A few health hints. — We have noticed a few of the ways in which the community protects you from disease. Now what can *you* do to help?

You can make yourself familiar with the health regulations of your community, and you can *obey* those regulations. When you know you are sick you can take care not to infect other persons. Cultivate good health habits. Keep out in the air a good deal. Breathe deeply. Sleep in a ventilated room and drink plenty of pure water. Make sure your food is building you up, and that you are not eating more than is necessary. Be active but avoid over-exercise. Develop a correct posture and carriage.

Is this asking a great deal of you? Perhaps it is, but then who is it that will benefit from a faithful observance of these rules?

Something for You to Do

1. Look back over the preceding chapter. What is the central idea or theme which it has developed? Answer this question briefly and in your own words.
2. When were bacteria first discovered? Are all bacteria harmful? Explain.
3. Write a theme of one hundred words on the evils of tuberculosis.
4. Name the various health officials in your community. How are they chosen? Briefly describe the work of these officials.
5. Give three examples of the health work which is conducted by your state government.
6. Name five of the health officers of your state.

7. Name three of the health functions of the United States Department of Agriculture.
8. Explain what is meant by the term "adulterated foods."
9. Where do the people of your community get their milk? What is done to keep this milk free from disease?
10. Who was Louis Pasteur, and what did the world learn from him regarding the care of milk?
11. Where does your community get its water supply?
12. Explain clearly the manner in which disease may be spread through the use of impure water.
13. Consult a book on sanitation or hygiene in order to discover the relation between disease and ventilation. If no such book is available, ask a friendly doctor for this information.
14. Examine the building regulations in force in your community, in order to discover what health rules must be observed by contractors and builders.
15. Just why is sunlight important to health?
16. How are ashes and tin cans disposed of in your community?
17. What do your local ordinances say concerning garbage disposal?
18. To what extent are flies and mosquitoes responsible for disease?
19. Find out from your local health officials just what they do when a contagious disease is reported in the community.
20. What is a clinic? What is a dispensary?

CHAPTER V

YOU ARE PROTECTED AGAINST VICE

62. What is vice? — Vice is the habit of indulging in evil conduct.

Of course no one is perfect, and most of us are willing to admit that at some time or other we have done things which were better left undone. These *occasional* errors ought not to be called vice, but when a person commits an offense *again and again* he is certainly in danger of slipping into the habit of evil conduct or vice.

We are going to examine several forms of vice later on in this chapter. First, however, let us notice the background of modern vice.

63. Once upon a time life was simple. — Perhaps you have heard old people tell of the time when they were children. What did you think of life in those early days? It was all very crude, of course. There was no radio, no automobile, no telephone. People spent most of their time in the home. They had little time for visits to the theater.

Nevertheless, it was in many ways a clean, wholesome life. When folks found time to enjoy themselves they all came together at the home of a neighbor for a hearty frolic. Sometimes it was a barn dance, sometimes it was a corn husking, or an apple paring, or a jolly sleigh ride. They had a great deal of fun in those days, and what is more this fun was generally healthful and inexpensive.

64. The world has changed since then. — Mighty changes have come about since the days of the pioneer barn dance and the harvest frolic. Our inventors have produced the electric light, the telegraph, the refrigerator, and dozens of other marvels. All sorts of labor-saving machines have been perfected, with the result that we are able to do our work with less effort than formerly. Industry has flourished. Cities have sprung up. Wealth has been multiplied, until the humblest laborer now enjoys comforts which were unheard of a century ago. We preach efficiency and admire speed. We hunger for what is new. We have grown eager and intense and restless.

In short, the simplicity of olden times has gone.

65. How much of your time is spent at home? — A hundred years ago children spent most of their time at home; but that is no longer true.

Ask yourself what proportion of your time is spent at home. The answer may surprise you. Of course you come home to sleep, but what of your waking hours? Five days



Good-by to mother, and off for another day away from home.

in the week you are away at school, and if the schoolhouse is some distance from your home you are obliged to set out as soon as you have had breakfast. Probably you have your lunch at school, and likely as not there are all sorts of interesting things which keep you from hurrying home as soon as school is dismissed. In the evening you may stay at home and study, but often there is a movie or a dance or a party to call you out.

This brings us to the question of entertainment, which we must discuss in some detail.

66. Three things to remember. — There are three things for you to remember about modern methods of entertainment.

First of all, the majority of our amusements are outside the home. We find most of them in the street, at the theaters, or in connection with such public places as dance halls and restaurants.

In the second place, a great many of these amusements are expensive. School sports and fun on the playground may be free, but it takes money to go on automobile parties, or to patronize roadhouses, or to go to a "show."

Third, a considerable amount of modern entertainment is harmful. Public amusement is now a great industry, run for a profit. Carnivals, amusement parks, beach resorts, and dance halls, — all of these places may furnish you with entertainment that will injure you in some way.

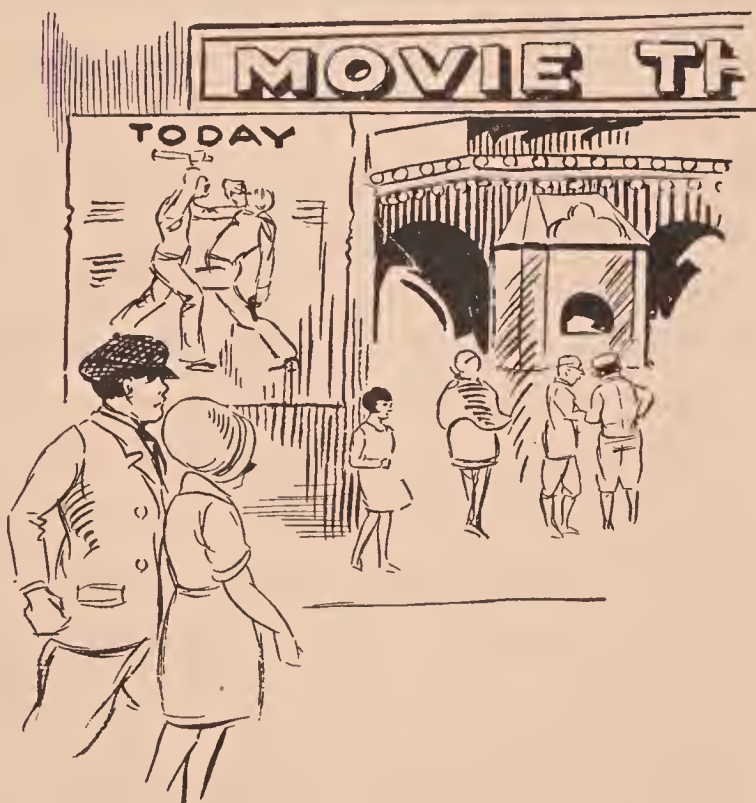
67. "I protest," says the community. — Modern entertainment is often harmless and in many cases it is even refreshing and wholesome. Sometimes, however, it exhausts us, or poisons us, or degrades us, — and charges us for the "privilege" besides! Our public amusements therefore have both a good side and a bad side.

What is to be done about this? The answer to this question is clear. The harmful part of our amusement system must be destroyed, so that what is left will be clean and decent. In other words, the vice must be taken out of entertainment. This is why the community has risen up to protest against all those types of "amusement" which threaten to lead you into vice.

Let us see what is being done in this way.

68. Censorship of moving pictures. — When the moving picture industry was young it often happened that vulgar and immoral films

were produced. This got to be a common practice, and all the while thousands and thousands of young children were attending the "movies." The effect was bad. Our girls acquired silly ideas from observing imitation "society ladies" on the screen, while now and then a boy be-



What kind of moving pictures do *you* attend?

came fired with the ambition to imitate the violent thugs who played "hero" parts in the films.

These evils at length obliged us to establish a censorship of moving pictures. Censorship means to examine officially, and with the intention of forbidding or suppressing whatever is objectionable. The censorship of moving pictures means

that we have selected individuals or boards whose duty it is to examine films which are intended for public exhibition. If the censors decide that a film is unfit for public view, it must either be suppressed or changed. This censorship is a very good thing, because it reduces the number of vulgar and immoral films, and because it also encourages moving picture manufacturers to produce clean wholesome stories for the screen.

69. Watching over the public dance hall. — Dancing is as old as the human race. It is often good exercise and delightful amusement, therefore it ought to be safeguarded.

Our public dance halls need supervision. Most of the young people who attend public dances go there without a chaperon. Moreover, the average boy or girl meets a great many strangers at a public dance. The majority of these strangers may be respectable, but others are likely to be bootleggers or drug peddlers who have come here to tempt decent persons into evil ways.

This is why most communities instruct a special police officer to attend public dances. It is the duty of this officer to keep order, to watch questionable characters, and to put a stop to improper conduct. Sometimes he is assisted by a matron, who looks out for the girls and women.

70. Vice in print. — This is the age of the newspaper, the story book, the novel, and the magazine. A great deal of this reading material is wholesome and instructive, but some of it is silly, vulgar, and immoral. For example, there are certain popular magazines which print indecent stories simply for the sake of selling them. These stories are read by people who are either too ignorant to know better, or who are indifferent to their own welfare.

However, the *community* is not indifferent to their welfare, and so we find that there are laws against immoral literature. Thus if a magazine contains stories which are too openly filthy, all the copies of that issue of the magazine may be destroyed. Also, the seller and the publisher of the magazine are subject to arrest on the charge of violating public decency. Immoral novels are likewise banned.

71. Every one who gambles is sure to lose. — You will find, if you inquire into the subject, that most forms of gambling are forbidden by law. This is well, because gambling is clearly a vice. Nothing can be gained by gambling, in fact every one who gambles is sure to lose, if not in one way then in another.

Let us see why this is true. Of course some people win money at gambling, but a great majority of them are tempted by that very fact to return to the game — until eventually they lose more than they ever won. Even if a person does make money by gambling, he loses in other ways. For instance, he loses time, and the opportunity to make something of himself.

There is one fortunate person at a gaming table, and that is he who loses at the start and is thereby discouraged from gambling again.

72. The drug habit is a monster out of a nightmare. — The taking of drugs is one of the worst forms of vice known to man. The drug evil is a horrible monster, and when it fastens upon a victim it is got rid of only after the greatest agony and the most heroic struggling.

It sometimes happens that young persons begin to take drugs out of curiosity, or as the result of a dare. They think it all a lark, but after the demon has them in his clutch they discover that it is no lark. In a western city some years

ago four high school pupils began to take drugs, "just for the thrill." Two of these young people afterward committed suicide, the third became a criminal, and the fourth is now in an asylum for the insane.

Or it may be that we are suffering pain. We have a headache, and a friendly drug seems a good way to get rid of it. Alas! this remedy is a thousand times worse than the disease, for once you get in the habit of taking drugs you will have headaches by the score, and heartaches also.

Drugs have the power to destroy you, body and soul, therefore the law strictly forbids their sale to the general public.

73. What liquor can do. — Why is it that older people advise their young friends to keep away from whisky and other strong drinks? For the simple reason that strong drinks, like drugs, have the power to harm you.

Liquor can ruin your digestion, shatter your nerves, undermine your mental powers, and cripple your muscular system. It can reduce your efficiency, weaken your resistance, and destroy your health. Strong drink will attack your ambition, drain away your self-respect, and confuse your notions of right and wrong.

Few things are as senseless as taking liquor into your system. The habit of drinking intoxicants is a form of slow suicide.

74. The fight against the liquor traffic. — It used to be that liquor was sold freely throughout the United States. Hotels, restaurants, and special places called saloons offered it for sale. However, a great many people saw that liquor was an evil, and hence wanted to prohibit it. These people organized what was known as the prohibition movement,

and as the result of their efforts the manufacture and sale of liquor was finally declared unlawful in the United States.

This was in 1919. The saloon disappeared, nevertheless liquor continues to be sold within our borders. Some of it is smuggled in from Canada and other countries, and some of it is made in the United States. Of course this is against the law, but the liquor evil is so powerful and cunning that we have not yet been able to destroy it. Nevertheless, all of our three governments — local, state, and national — are fighting the liquor interests, and eventually strong drink must go.

75. A short review of what has gone before. — If you will turn to the table of contents at the beginning of this text, you will see that we are completing our fifth chapter. Perhaps it will help you if at this point we pause for a very brief summary of our central theme.

First of all, then, we have seen that you are fortunate. You are cared for at home, and you are helped by numerous people beyond your family. You live in a community, and that community protects you against such evils as foul play, accident, disease, and vice.

To go a step further, the community is not satisfied merely to *protect* you. It also *trains* you, as we shall see in the next few chapters.

Something for You to Do

1. Turn back to the table of contents of the text, and notice the title of Part I. Have Chapters I–V helped you to understand “what it means to be young”? Explain.
2. Compare the amusements of your grandfather’s childhood with the recreations which are popular with young people to-day.

3. Section 64 of the text states that "the humblest laborer now enjoys comforts which were unheard of a century ago." Name five of these comforts.
4. Calculate the average number of hours that you are away from home during a single week. Compare the result with the average number of hours spent away from home by each of the other members of your class.
5. What are the dangers of using the street as a playground?
6. Make a list of amusements which cost money. Compare this list with a list of amusements which are either free or which cost practically nothing.
7. How many times a week do you go to the movies? Does this interfere with your studies? Explain.
8. Do you believe that the censorship of moving pictures should be more strict than it is now? Give your reasons.
9. Do your parents permit you to go to public dances? If not, what are their reasons for refusing?
10. Who is to blame for indecent literature, the author, the publisher, or the reader? Why?
11. Are lotteries wrong? Give your reasons.
12. Why is it so difficult to break up the habit of taking drugs?
13. What laws have been passed by your state with regard to the drug evil?
14. Write a theme of two hundred words on the history of the prohibition movement in the United States.
15. Just why does bootlegging persist in this country?
16. What is your opinion of cigarette smoking by persons under twenty-one years of age?
17. A noted American professor once said that "vice is a good thing because it kills fools." What do you think of this statement?
18. In what way can your community do more than it is now doing to destroy vice?

B. THE COMMUNITY TRAINS YOU

CHAPTER VI

YOU ARE TRAINED TO BEHAVE YOURSELF

76. Whether you rise or fall depends upon how you behave. — What is your notion of the word “behave”? Do you think of it as being polite, concealing embarrassment, or knowing how to use a salad fork?

Of course behaving includes all these things, but it is really much broader than manners alone. Behavior is the way we act, especially toward other people and in the presence of others. It means conduct in the broadest sense of the term.

Behavior is of the greatest importance, for whether you rise or fall in this world depends largely upon how you behave.

77. A few examples of this. — Let us take your own daily life as an example of what behavior can do.

Suppose that you must cross a busy street in order to get to school. Very well, if you refuse to obey the traffic officer you may be hurt in an accident. Or, again, if you play when you should be studying you probably will not have your lessons. If this happens too often, you will be unable to graduate. Suppose, then, that you go looking for a job, but on account of your past conduct you are unable to produce references. In such case no employer will want to trust you in a responsible position.

On the other hand, what if you do obey the traffic rules? Then most likely you will reach school safely. If you take

the trouble to study before you play, you will probably have your lessons, and if you have your lessons every day, you will doubtless graduate at the proper time. Finally, when the day comes for you to take your place in the working world you will find that your good behavior in the past will enable your older friends to recommend you. Thus good behavior will help you progress, both in school and out.

78. Good behavior must be worked for. — Like many other valuable things in this world, good behavior must



Why does this boy know how to act when he is introduced to a stranger?

be worked for, or built up, or acquired. Just as you will never be able to play the piano unless you learn how, so you will never be able to behave properly unless you are trained.

This training is absolutely necessary. If you were not taught to behave, you would be a nuisance both to yourself and to every one with whom you came in contact. You would be disliked; you would be feared; you would be avoided. Probably you would lead an unhappy and inefficient life. Your parents might be rich and of noble character, and yet if *you* had not learned how to conduct yourself properly you would be a failure.

It is fortunate, therefore, that you *are* being trained in good behavior.

79. This training begins at home. — You were introduced to good behavior by your parents, particularly your mother. This took place when you were a baby. Even while you were still creeping your mother kept careful watch over you, and tried to make you understand what you must do. In time you came to the walking stage, and learned to understand a great many words, whereupon your mother explained things more clearly. She said “don’t” a great many times, and when you disobeyed you were scolded or spanked or otherwise punished.

Day after day, and month after month, and year after year this was kept up, and all the while you were learning. You learned to keep clean, and to be courteous, and to control your temper, and to do many other things which are necessary if you are to get along in this world. Furthermore, your home is still a source of training in good behavior.

80. School was a great adventure. — Your first trip to school must have been a great adventure to you. It was a wonderful trip out into the big world. You were taken to a large building where there were many other children, and here you were made to sit down and do this and that and a great many other things.

At first it was all like a dream, then little by little things cleared up. You got used to the strange teacher, and after a while you did not mind being controlled by her. Somehow she was taking the place of your mother at home. The ideas of your teacher appeared to you as more and more reasonable, until at last you began to work with her.

Thus the marvelous training of the school began to have an effect upon you.

81. Your friends and playmates influence your behavior. — Like every other human being, you were born with the desire to play and talk with other persons. It is natural for you to hunt up companions and make friends.

Likewise, it is natural for you to try to win the approval and admiration of other people.

Thus the boys and girls you see every day help to mold your conduct. *You* may not realize it, but your parents could tell you that you act differently when you are alone and when you are with your playmates. Remember how you have cheered at a football game when your friends have cheered! Like every



Sometimes our friends lead us toward what is good, sometimes they draw us toward what is bad, but in any case they are *influencing our behavior*.

one else you are imitative. Your companions often pattern after you, and many times you in turn do as they do. Your ways of dressing, and speaking, and walking—all are affected by your classmates.

82. The power of the church. — Deep down in our hearts every one of us is religious. Moreover, every one of us is subject to the influence of the church. It may be that you

no longer attend Sunday School; nevertheless, the lessons you learned there can never be entirely erased from your memory. You may seldom go to church, yet so impressive is religious worship that its effect upon your behavior is long-lived.

It is well that this is so, because the church encourages the very finest kind of behavior. It teaches you to avoid dishonesty, selfishness, laziness, ingratitude, and all such evils. It teaches you to be kind and generous and true, to the end that you may prosper in decent ways. The ideals of conduct put forth by the church have been tried and proved by many centuries of experiment. They have been shown to be sound and workable, hence they are worth following.

83. Some other sources of training. — Home and school, and our companions, and the church, — all these are important sources of training.

Yet there are also other means of learning how to act. For instance, such figures as Abraham Lincoln and Florence Nightingale set you an example in conduct. The newspapers often report cases in which individuals or organizations have been generous or brave or thoughtful, and all this helps you to know what to do. Another guide to good behavior is fiction of the type of Victor Hugo's novel *Les Misérables*, in which the hero is the noble and amazing Jean Valjean. Patriotic meetings, memorial services, and other public gatherings may influence your conduct. Again, you may receive valuable lessons in good behavior from school clubs, the Y. M. C. A. or Y. W. C. A., the Boy Scouts or Girl Scouts, and a host of other associations to be found in the community.

Such are the sources of training in good behavior. But is it always clear what is good behavior and what is bad

behavior? This is the question with which we must now grapple.

84. There is often a clash between old ways and new ways. — You are probably very much aware of the fact that young people and older people cannot always agree. Take the question of conduct, for instance. You and your friends may think of yourselves as modern or up-to-date.



This girl and her father are good friends, yet they sometimes disagree.

You represent what is new. On the other hand, such people as your teachers and your parents probably appear to you older in their ideas.

The result may be a clash. Thus your father may think that you belong to too many clubs, while you defend your membership in these organizations. Or your

mother may think you ought not to stay out late nights, although you insist that this is perfectly proper. To take another example, your older friends may caution you not to attend parties which provide no chaperon, whereupon you retort that "certain people" are "old-fashioned" and "don't understand."

85. Such misunderstandings may prove serious. — The trouble is that these disputes may bring about a break between young people and their elders. If you feel that your parents "disapprove of everything" you want to do,

you may be tempted to stop confiding in them. First in little ways, and then in large matters, you may draw apart from them and try to go your own way.

This is something which you cannot afford to let happen. Your parents and other older friends need you, and you in turn need them. Young people and older people depend upon each other. Both are necessary in this life of ours. Older people are a kind of pendulum, which regulates the clock of life. You and your young friends are the face of the clock, by means of which we measure time and progress. The pendulum and the face of the clock must work together.

86. What is the right thing to do? — What is to be done when you disagree with your elders as to how you ought to behave? One way out of the trouble is to ask yourself the following question, “What will be the effect upon me if I do this thing?”

For example, suppose that you want to go to four or five dances a week, but your parents object. Here is a chance to use your common sense. Will going to this number of dances cause you to slight your lessons? Will it make extra burdens for your mother? Can your health stand the strain of being up late so much?

A frank answer to such questions as these will often go a long way toward discovering what you ought to do. After all, *right* is whatever helps you to be strong, wise, and happy in decent things. Likewise, *wrong* is whatever weakens you, or dishonors you, or in the end brings you regret and unhappiness.

87. Some arguments cannot be settled. — The trouble is that some arguments over behavior cannot be settled by the method outlined in the preceding section.

To take only one example, suppose that the argument concerns the manner in which the modern girl dresses. A mother may declare that her daughter's clothes are in bad taste, while the daughter protests that they are in good taste, and also that they are "what everybody is wearing." The mother may quote the opinions of people who disapprove of the modern girl's clothing, but the daughter may be able to show that other and equally wise people are praising the girl of to-day for the charming and healthful way in which she dresses.

In the end such discussions often come to a deadlock. There are sound arguments on both sides, but what is actually right remains a matter of opinion.

88. What should be done in such cases? — If you come to a deadlock with your elders, it may be that they will force you to obey.

As you grow older, however, you will find that this stern method is used less and less. Boys and girls of high school age are expected to behave themselves of their own accord. It may be, therefore, that when you disagree with your elders, *you* will be the one to decide what you shall do.

Now when you are debating with yourself as to whether you will accept or reject the advice of your elders, remember two principles. The first of these is that your parents and your teachers sincerely wish to help you. The second principle to remember is that your older friends fought out a great many problems before you were born, so that while they may seem "old-fashioned," they may also be wiser than you think for.

89. How do you behave when you are off by yourself? — We sometimes find boys and girls who behave in public and misbehave in private. Thus they may be meek in school

and quarrelsome on the playground. Now and then a child gets in the way of acting slyly, so that his parents have no suspicion that he is doing wrong when he is away from home. Occasionally a group of boys forget their manners when they visit a neighboring town, simply because they are among strangers.

It is dangerous to change your behavior like this. We all act differently at different times and places, but the point is that you should not let yourself be tempted to misbehave merely because you are out of sight of a policeman, or your teacher, or your mother and father. Do you want people to think that you are really growing up? If you do, then prove that you can be trusted to yourself.

90. Make a friend of habit. — You know, of course, that when you do a thing over and over again you get so you can do it more and more easily. Thus the first time you try to operate a typewriter it may seem very difficult, and even impossible, but the more you practice the simpler it becomes. In time you get so you do it easily and automatically. This is because you have made it a habit.

Habit is always waiting for a chance to help you. Make a friend of habit. Study regularly and you will find that your lessons take less time and less effort. If you want to get through the day with as little labor as possible, do what you have to do, and do it at the proper time and place. Form the habit of behaving well and you will find that life is much kinder than it otherwise would be.

91. You can never be certain of good behavior until it has become a habit. — Not only is it a good idea to make behavior a habit, but you can never be certain of your conduct until you do make it a habit. If you study only by fits and starts you really cannot rely upon yourself to

get your lessons under trying circumstances. If there is no regular plan to your work, how do you know what you will be able to do and what will prove too much for you?

Successful people have made habit a friend. They learned to behave as a matter of course. Early in life they began to plan how best to use their time and energy. As the result, they advanced steadily, and prospered.

On the other hand, people who do not form good habits in their youth are generally failures. They drift, they contradict themselves, they fumble and fall behind in the race for success. In the end they sink into the gutter, or get into jail or an almshouse or an insane asylum.

Something for You to Do

1. Look back over the preceding chapter. What is the central idea or theme which it has developed? Answer this question briefly and in your own words.
2. Can a bad temper be cured? Give reasons for your answer.
3. Discuss the statement that "a mother who lets her children do as they like is really their worst enemy."
4. Name three ways in which school helps us to learn how to behave.
5. What is meant by discipline? What is the value of discipline?
6. Use your powers of observation in order to show that we enjoy the praise or admiration of other people.
7. Illustrate the old saying that "birds of a feather flock together."
8. Who was Florence Nightingale, and why is her name famous?
9. What is a mob, and how may it arise? How do mobs behave?
10. Just what do you mean when you say that a person is old-fashioned?
11. Why do we like to be up-to-date?
12. Name three things regarding which young people and older people often disagree.
13. Discuss the statement that "there is no substitute for horse sense."

14. How does the slogan, "Better be safe than sorry," apply to the problem of conduct?
15. What is your definition of a gentleman? A lady?
16. Habit may prove a friend to us, but it may also be an enemy. Explain.
17. When is the best time to form good habits, infancy, childhood, youth, or after we are mature? Why?
18. It has been said that a boy or girl who succeeds in school will succeed after leaving school. Do you believe this? Give your reasons.

CHAPTER VII

YOU ARE TRAINED BY MEANS OF PLAY

92. An easy way to learn how to behave. — You may think it very difficult to master the art of good behavior, but it all depends upon how you go at it. There are hard ways of learning how to act, yet there are also easy ways. For instance, if you will use your eyes and look about, you



The average child plays every time he gets a chance; in fact, it is often said that play is the chief business of childhood.

they will discover a simple and agreeable method of mastering the rules of proper conduct. This method is called *play*.

Let us look into this.

93. We are born with the desire to play. — It comes natural for us to play; indeed every human being is born with a deep love of amusement. If you have ever observed young children closely, you know that they begin to play at a very early age. They gurgle and laugh and examine their toes, and later on they have all sorts of fun with toys and pets and human friends.

Most children are very fond of games. They invent contests of their own, and readily take up such old familiar

games as tag, fox and geese, marbles, and hide-and-go-seek. Baseball is an early favorite with children, and in time such sports as basket ball, hockey, and swimming attract attention.

94. Nowadays it is often hard to find a good place to play. — A hundred years ago most of the American people lived in the country districts, but to-day most of us live in cities. Of course city life has a great many advantages, but it also has some bad points. One of these bad points is that city life often makes it hard for children to find good places to play. So much space is taken up with buildings of one sort or another; and besides, the houses have smaller yards than was the case years ago.

To be sure, there is room in the street, but the street is full of dangers. It is many times crowded with trucks and automobiles, and this ruins it as a playground. Moreover, children who play in the street are likely to break a window or get hurt in the traffic. Sometimes a vacant lot offers a chance to play, but then the owner or the police may object to this.

So it goes. City boys and girls simply *must* play, but where?

95. The community comes forward to help. — Perhaps you are somewhat puzzled by what you have just read, because in your community there *are* a great many places to play. There are baseball diamonds and football fields and basket ball grounds where you may play as much as you like. Perhaps there are also one or more parks, and a place to swim, and a number of excellent playgrounds equipped with such things as swings and horizontal bars and hanging rings.

Now the reason that these places exist is precisely that city life *is* hard on children who want to play. The community

has realized that city streets and tiny back yards are not proper playgrounds, and so it has gone to the trouble and expense of providing the special places which we have mentioned in the preceding paragraph. It may be that you take all of these places for granted. Nevertheless, they have cost the community a great deal of time and money.

96. Why does the community do this for you? — You may be wondering why all this is done for you and your



Think of all the fun you have had on the playgrounds which your community provides.

friends. Is it to keep you out of mischief? In a way it is, but a much more important reason is that play has the power to help you succeed in life.

For instance, play can bring you health and do a great deal toward keeping you fit. When you play you are attending a delightful school, wherein you learn how to live. Play can introduce you to proper conduct. It

can teach you how to behave, and at the same time entertain you. Play develops in you certain traits and qualities which are of the greatest importance, not only in school work but in the world beyond the school.

In short, play is rich in all sorts of benefits, as we may now notice in detail.

97. Play is a body builder. — First of all, play is a body builder. Every young creature is more or less weak. Its muscles are flabby and its movements uncertain. It needs to grow strong and active, it needs endurance, and it needs to be able to handle itself in a sure accurate manner. Play is capable of filling all of these needs; therefore Nature has provided every young creature with a love of exercise. A kitten, for example, develops strength and accuracy by pouncing and creeping up on small moving objects.

The same idea underlies much of the play of growing boys and girls. Children love to romp, and while they are romping they are improving their physical powers. At school we are introduced to systematic exercise, and as a result we correct numerous defects of posture and breathing. Running and jumping and the countless games you play all help to provide you with a strong active body. Play therefore helps you to capture health.

98. Play encourages good spirits. — Life goes at a terrific pace nowadays. We have invented a multitude of swift restless machines, and it seems as if we are trying to make ourselves keep up with them. Our cities are full of bustle and noise, and in the midst of all this stand our schools with their thousands of busy children. Think of all the activities which demand your attention in a single week! Surely it is sometimes a distracting life.

Play is a means of getting relief from this hurried life. The gymnasium and the swimming pool and the ball field are breathing places where you can ease down from the strain of your daily tasks. A friendly game affords at least a short relief from the burdens of study. Play helps you to relax. It steadies your nerves, and revives your drooping spirits. It gives you courage for the morrow, and sends

you home fresher, brighter, and more capable of doing what you have to do.

99. Play calls for clean living. — Play is the great enemy of vice. The two cannot get along together, and if play has half a chance it will oust all forms of dissipation. Play is a cleansing agent. It can bring an outraged body back



to normal, and it can clarify a mind which has been clouded by bad habits.

Which one of these three boys does not care for outdoor games?

to normal, and it can clarify a mind which has been clouded by bad habits.

Not only does play *encourage* clean living, but it *demand*s it. You may be fond of exercise, yet you cannot enjoy it or even endure it unless your personal habits are wholesome. If you go out for competitive sports, you will

discover that you must avoid dissipation in every form. Whoever wishes to excel at basket ball, or rowing, or track work must bring to these sports a body which has been strengthened by good food, regular meals, plenty of sleep, and freedom from vice. Imagine your school being represented by athletes who had gone to excess in eating or smoking!

100. Play helps us to be self-reliant. — When you were very young you depended upon your mother and father for everything. Probably you still lean on them heavily, but surely this dependence is less than it used to be. Little

by little you have learned to rely on yourself, and as you grow older you will discover that your ability to look out for yourself is even greater. Many things have helped you to become self-reliant, but chief among them is play.

For when you play you are generally trying to overcome an obstacle, and in the effort to do this you are encouraged to think for yourself. A clever idea occurs to you. Perhaps you are afraid to do anything about it, but finally you test it out. If the idea is a good one, it helps you get ahead, and after that you have more confidence in yourself. You begin to discover your powers, and to make use of them. Gradually you get so you can stand on your own feet.

This is well, for when you grow up and leave school you will probably have to rely upon yourself altogether.

101. Play teaches you to be persistent. — The world is like the weather, sometimes helpful and sometimes discouraging. There are times when we need courage and the power to endure. All victories have to be worked for, and most of them come hard. Henry Ford succeeded because he persisted in developing his idea of a low-priced automobile. Go to an encyclopedia and look up John James Audubon. He was a great naturalist, and he owed much to the fact that he possessed the quality of persistence.

Where can you learn persistence? At play. Games are contests, and sometimes skill is less important than the ability to put forth great effort for a considerable length of time. All competitive sports encourage persistence. Whether you play basket ball or hockey you learn to do your very best until the final whistle. Cross-country running and long-distance swimming offer tests in endurance which are even more severe.

102. Play encourages the desire to win. — Another fine thing about play is that it strengthens the desire to excel. What happens, for instance, when you are invited to a game of tennis? Perhaps you have been feeling dull and stupid, and you accept the invitation only for the sake of being agreeable. The game begins. At first you take no great interest in it, but your opponent is forging ahead and you



What qualities are developed by foot-racing?

do not like that. You exert yourself a little, and then a little more, until all at once you are alert and interested, and fighting to win.

The determination to excel will work wonders in you, not only at play but at work. It will help you with your studies, and it will prove of priceless value when

you are through school and ready to earn your own living. Life itself is a kind of game, so that such traits as the desire to excel may well be retained when you exchange the playground for shop or office or work-bench.

103. Games emphasize the spirit of fair play. — Every game has its rules. These rules must be obeyed. Now and then you may break a rule and escape with a warning, but if you keep on playing unfairly you will probably be asked to withdraw. You must behave if you are going to be a member of a track team or a baseball squad.

This emphasis upon fair play is one of the greatest benefits of competitive sports. Why? Because if you get in the habit of taking advantage of people on the *playground* you will probably not act fairly in the *schoolroom*, or in the *street*, or at *work*. This would be a calamity. No matter where you go or what you do there are rules which call for fair play. Whoever breaks these rules is likely to be scorned, avoided, or made to withdraw from the society of those who *are* willing to play fair.

104. Are you a good loser? — If you are taking part in a game, you will of course struggle to win. It may be, however, that you will lose. In this case, you are expected to be a good sportsman. Play teaches you to be a good loser, and accordingly you steel yourself to smile at defeat. It will do no good to rage or complain or sulk. On the contrary, this will do a great deal of harm, for it will cause you to be shunned and ridiculed and disliked.

The same is true everywhere you go. The world detests a poor loser and admires a good loser. Defeat is a test or ordeal, by means of which you show what you really are. It tries you in the fire of disappointment. If you come forth with a scowl, you have truly lost. If you come forth smiling, you have won character, and that is much more precious than a decision in football or baseball.

105. Play helps you to like people. — If you were told that a certain fish disliked water, you would probably feel sorry for him, because a fish lives in water and cannot get along without it. But you yourself would be almost equally unfortunate if you disliked people, because you live in the midst of a sea called humanity. You cannot escape mixing with the people of this sea. They surround you on all sides, so that if you have no natural liking for people

in general you ought to feel grateful that play helps you to overcome this feeling.

This is precisely what play does. It brings us in close contact with other persons. We get acquainted with them and discover things about them that we like. By and by we forget our timidity. Some of our playmates become our friends. By degrees we stop being sensitive and peculiar. Finally we get so we actually *like* people. We no longer avoid them. On the contrary, we mix with them readily, and we get along with them.

106. Play introduces you to teamwork. — A great many games rely upon teamwork, which means that all of the players on the same side are expected to work together for victory. These players are supposed to keep their private ambitions in the background, so that they will be free to advance the interests of *the team as a unit*. Such sports as baseball and football rely upon teamwork.

Notice the heading of this section. It states that play *introduces* you to teamwork. This means that you become acquainted with teamwork by means of play. The acquaintance thus begun is to be a long one, in fact you will be familiar with teamwork all your life long. Teamwork will confront you in industry, in politics, and in all the other activities of life. You are to take part in this teamwork, as you will see later on in this text.

107. A word of warning. — One of the famous wise men of Rome had for his motto, *Nothing in excess*. It is a good motto, for most things lose their value if carried to excess. For example, strychnine is a splendid tonic if taken in small doses, but large amounts of it act as a deadly poison.

The same reasoning applies to play. Thus, as we have seen in the preceding pages, play can help you in a great

many ways ; but make sure that you are not overdoing it. Do not play football so hard and so long that you strain your muscles to the point of crippling them. Again, you will do well to remember that too much attention to sports may cause you to neglect other important matters. Thus tennis is excellent exercise, but no student ought to play tennis so much that there is no time left for study. Play heartily and play freely, but do not abuse this privilege.

Something for You to Do

1. Look back over the preceding chapter. What is the central idea or theme which it has developed? Answer this question briefly and in your own words.
2. Children generally show more desire to play than do grown people. Why do you suppose this is so?
3. What are the disadvantages of living in a city apartment house? What are the advantages of living in this type of dwelling?
4. Are the children of your community permitted to use vacant lots as playgrounds? Explain.
5. Prepare a sketch of your community, showing the location and approximate size of all public parks and playgrounds. Are there enough of these places? Give your reasons.
6. In what different ways does your school encourage you to engage in games and sports?
7. What is your favorite form of exercise? Why?
8. Should prize fighting be prohibited by law? Give your reasons.
9. What are some of the health rules which must be observed by an athlete in training?
10. Consult a textbook on medicine or hygiene for the effects of excessive smoking upon the heart, lungs, and nerves. If you cannot find such a textbook, consult a friendly doctor.
11. Do the girls of your school go in for sports as much as the boys do? Explain.
12. How do you account for the tremendous popularity of baseball in the United States?
13. Give an example of poor sportsmanship in competitive athletics.

14. Write a theme of one hundred words on the public playground as a means of getting children acquainted with one another.
15. Illustrate the following statement: "The youngster who cannot get along with other people will certainly have a hard time in the world."
16. Good teamwork is impossible if one member of the team constantly insists upon being a "star" player. Why?
17. Name three industrial occupations in which teamwork is important. Explain why this is so in each case.
18. What objections are sometimes brought against professional sports?

CHAPTER VIII

YOU ARE TRAINED BY MEANS OF SCHOOL

108. An important need. — You may have forgotten, but this text has mentioned a number of ways in which you are helped to learn things. For instance, your education is helped along by your parents, the church, and the boys and girls with whom you play.

Now the trouble is that these sources of training are not adequate to your needs. Your parents, for example, have so many different things to do that generally they have very little time to teach you all you need to know. Again, the church often limits itself to questions of right and wrong, and while such questions are important there are many other things which it is important for you to learn.

Without going any further, we may conclude that in addition to all these aids you have need of a special means of securing training.

109. This need is met by the school. — The schools in your community exist for the purpose of training you. If you did not need to learn numerous important things, there would be no reason for having school. If your parents, or the church, or the playground were equal to the task of educating you, there would be no reason for having school. But you do need to learn many things. Furthermore, you cannot learn all of these things at home, or in church, or at play. Therefore, the school has been established.

Notice, also, that training you and your young companions is the great purpose of the school. Education is really the sole aim of the school. The school exists, not to make money but to serve you. This is worth remembering.

110. Who pays for all this? — Perhaps you take the schools in your neighborhood for granted. It may be that

you use them and think no more about it. Thus it may never have occurred to you that these schools cost a great deal of money.

Think of the elementary school that you used to attend. Think of the building that had to be provided, and the desks and blackboards that had to be bought, and the heating and lighting system that had to be purchased, and the teachers that had



This picture tells a story which is familiar to all of us.

to be paid. Think of the school you are attending now, and the schools you may attend in the future. Think of how much it must cost to support these schools.

The community pays for all this, as you will have a chance to see later on. Meantime, let us emphasize the fact that although the public schools in your community are very costly, they are open to you free of charge.

111. What is meant by “public schools”? — The last sentence in the preceding paragraph refers to the “public schools” in your community. You are no doubt familiar with the term “public schools,” but let us be sure that you know exactly what it means.

First of all, public schools are schools which are *supported* by the public, or, in other words, the community in general.

In the next place, public schools are schools which are *controlled* by the public. This control is chiefly in the hands of the local community, although the state also has more or less to say concerning the public schools within its borders.

Lastly, public schools are schools which are *attended* by that portion of the public which is of school age. (Children who attend private schools are, of course, an exception to this rule.)

112. Children are obliged to go to school. — In general, the children in your community attend the public schools. Moreover, this attendance is required of them. As you no doubt know, there is a law which declares that every child in the state must go to school for a certain period of years. Every state in the Union now has a compulsory education law.

These laws vary greatly from state to state, because the people of various states feel differently as to how much education their children ought to have. In some states the children must attend school for seven years, but in other states only five, or even four, years are required. In most of the states there is an additional period, during which children must remain in school unless they go to work. Usually this period is two years in length.

113. Why you are obliged to go to school. — Any healthy growing child is likely to think that school is sometimes a

nuisance. Young children often rejoice when bad weather or sickness keeps them away from school, and even people of high school age may now and then wonder if it is necessary to stay in school as long as the authorities demand.

Have you ever watched a mother who clings to her small child while he attempts to walk? Her object is not to keep him from walking, but to make sure that he is able to take care of himself before she lets him go his own way. That is how it is with the school. You may fret against it, but your wiser friends know that if you leave school too soon you will develop into an ignorant, inefficient adult. It is in order to prevent this that the community obliges you to stay in school until you have at least the essentials of an education.

114. Why you are asked to be regular in your school work. — Parents and teachers often advise children to attend school regularly, to prepare their lessons promptly, and to be on time for classes. Perhaps you have sometimes thought that this is all for the benefit of your mother and father and teachers, but this is not true. It is you who receive the chief benefit when you are regular in your school work.

The point is that regularity makes school work easier. If you are late for classes, you may miss an important announcement. If you have neglected your lessons, they will certainly appear much more difficult than if you had prepared them on time. If you stay out of school for a week, or even a day, you may easily lose the thread of what has been going on, to say nothing of being behind in all your classes.

One way of getting the most out of school is to attend regularly to what your teachers require of you.

115. Just what does school do for you? — Older people are sometimes startled and even shocked by the frank questions which boys and girls are in the habit of asking. Of course some questions are silly, and some are impertinent. Questions of this type call for a reprimand. On the other hand, there are questions which demand a friendly and careful answer. The question which begins this paragraph is of this type.

Not only does this question deserve an answer, but it would be dangerous not to answer it. For if you ask what school does for you, you are probably doubtful of its advantages. If you are doubtful of the advantages of school,

you may be tempted to drop out. This might end in your leaving school before you should, which would be a calamity.

It is for this reason that the remainder of this chapter will try to answer the question of what school does for you.

116. The school transmits knowledge. — We modern people often boast of how clever we are, and sometimes we express astonishment at the ignorance of our distant ancestors. As a matter of fact, however, the knowledge we possess to-day is based directly upon the wisdom of past ages. Our ancient ancestors learned what they could about the world and themselves, and then passed this on down to



The schoolroom is a kind of outfitter's shop, wherein you are equipped with various types of knowledge.

their descendants. Each successive generation added its bit to the general store of knowledge and passed it on; and so it came down to us.

The school is your chief method of connecting with the mass of knowledge which has been collected through the ages. When you take up a history book you read of what ancient people thought and did. By consulting other books you likewise find the results of thousands of years of study in geography, astronomy, language, politics, art, science, and a dozen other subjects.

117. The school works over knowledge for modern purposes. — In addition to bringing us the knowledge of past ages, the school converts this knowledge to modern uses.

Let us take chemistry as an example of this. What is a textbook on chemistry? Is it a record of everything that people have learned about chemistry? Certainly not. It is a collection of facts and principles which the author has selected because of their value to our own generation. Again, the science laboratory in your school does not contain all of the equipment known to chemistry; on the contrary, it provides chiefly the instruments and materials which can be used to solve modern problems in this field. Finally, your science instructor emphasizes the methods by which this chemistry can serve the world of to-day and to-morrow. The result is that the chemistry of former ages is combined with what we have learned for ourselves, so that the sum total of this knowledge may be used to preserve foods, increase the fertility of our soils, and otherwise help us in our daily life.

118. The school receives many kinds of students. — There are all sorts of resemblances among people; nevertheless, no two persons are exactly alike. Look about next

time your school is dismissed for the day. Notice how your schoolmates differ in size, posture, complexion, and general appearance. You know, too, that they differ in disposition, and if you will think back over your acquaintance with them in the classroom you will probably remember that they differ widely in intelligence as well.

All of these different children enter the public school. In most cases they do not know what they ought to study, and they do not know what they are really capable of doing.

119. Therefore the school has had to develop a plan. — How does the school deal with all these different students, most of whom do not know what they should study or what they can do? The answer is that the school



This boy likes to draw, and so his school has permitted him to enter the course in designing. He is preparing his lesson for to-morrow.

handles its students according to a definite plan.

To begin with, the school arranges its knowledge in the form of courses. This is to make things easier for both teacher and student.

The school also tries to find out what its students are able to do, and what they prefer to do. Again, the school attempts to discover what its students ought to know in order to get along in the world. Finally, the school decides upon what subjects there is time to teach, and

what degree of emphasis ought to be placed upon each subject.

When all this has been done, the school is ready to begin.

120. Some subjects are required of all children. — The first thing that the school does is to make sure that its students receive the *elements* of an education. For instance, all students are taught reading, spelling, English grammar



and composition, and arithmetic. A number of other subjects are also generally considered necessary, as for example geography and American history.

Studies of the type mentioned above may be called "required." They are considered so important that every member of a civilized community ought to be familiar with them, no matter who he is or what he intends to do after he leaves school. These required subjects make up the basis of modern education; therefore they are presented to all students, regardless of their differences in ability and regardless of their likes and dislikes.

121. Other subjects favor your particular abilities and desires. — In addition to furnishing all of its students with the essentials of an education, the school pays a great deal of attention to the differences between you and

your classmates. Teachers, school superintendents, textbook writers, and various other specialists in education attempt to work out the best methods of developing each student's ability, and then the school applies these methods.

This emphasis upon individual training increases while the student is in high school. There are several reasons for this. In the first place, the high school student has mastered the rudiments of education, so that now he is free to consider what subjects are best for him as an individual. Again, a person of high school age possesses the knowledge and experience which are necessary to an intelligent choice of courses.

122. The school also develops your character. — We have been saying a great deal about the school as a dealer in knowledge, but something more than knowledge is necessary. The school might fill your head with information, but what if you were dishonest, or lacked will power, or were without ambition? In such a case you would probably be a failure in spite of your great supply of information.

Therefore the school does more than supply you with knowledge. It helps build your character along solid useful lines. The rules of your classroom are partly for the sake of encouraging you to be fair and thoughtful and generous toward other people. Much of the material in your textbooks on English, history, and other subjects is selected for the purpose of setting you an example. Likewise the pictures and paintings on the walls and in the halls of your school are placed there partly because of their value as inspiration.

Thus the school not only furnishes you with various kinds of knowledge, but also helps to make you a fit vessel to contain that knowledge.

Something for You to Do

1. Look back over the preceding chapter. What is the central idea or theme which it has developed? Answer this question briefly and in your own words.
2. What is a private school? In what particulars does it differ from a public school?
3. Find out how the public schools in your community are supported.
4. Debate the following question, "Resolved, that all textbooks in the public schools should be furnished students free of charge."
5. Has the United States government anything to do with education in your community? Explain.
6. What authorities control the public schools in your community? How are these authorities chosen? What are their powers?
7. Make a brief study of the origin and development of the American high school.
8. Name three causes of irregular school attendance.
9. Are there any fields of knowledge in which the people of the ancient world excelled us? Explain.
10. Name three ways in which the United States has contributed to human knowledge.
11. We Americans often demand that knowledge be "practical." What do you think is meant by "practical" as it is used here?
12. Prepare a list of the subjects offered by your school. How many of these subjects have been introduced within the past twenty years? How many within the past ten years? How many within the past two years? (Your teachers will help you to answer these questions.)
13. What subjects are required in your school?
14. What subjects would you like to see added to the curriculum of your school?
15. What does your school do to encourage love of music?
16. What does your school do to encourage love of drawing?
17. What does your school do to encourage love of mechanics?

CHAPTER IX

YOU ARE TRAINED BY MEANS OF BEAUTY

123. Beauty attracts us. — The word “beauty” is very hard to define precisely, as you will discover if you look it up in your large school dictionary. Nevertheless, we all have a general idea of what it means. What is more, we often express our admiration or delight at things which we think possess beauty.

For example, we say that a rosy healthy child is a beauty, or we may remark that our neighbor’s lawn is beautiful. To keep our remarks from seeming monotonous we often use synonyms for beautiful. Thus a flower may be lovely, and a shady street pretty. If you live in an attractive neighborhood, you perhaps speak of it as nice. Trees or buildings may be handsome, a stream or a stretch of woods may be charming, while an unusually brilliant sunset is often admired as gorgeous.

In all these cases we show that we appreciate beauty.

124. Yet our surroundings are often ugly. — It is curious that although we like beautiful things, we often live among ugly surroundings! Of course your own home may be very attractive, but unless your community is quite out of the ordinary some parts of it are far from beautiful. A short trip of exploration will probably convince you that that is true.

Thus you will certainly find railway yards in your community, and railway yards are generally dirty and grimy and

otherwise unlovely. If you explore your community, probably you will also find at least one district where the houses are crowded together and neglected, and this certainly makes a neighborhood look forlorn. Again you will find in your community a great many ugly signboards, and perhaps a rubbish heap and a few vacant lots grown up with weeds.

125. The reason for this. — Do not imagine that yours is the only community which has its unattractive spots. All

American communities contain more or less ugliness.

The reason for this is not hard to find. Remember that after all America is a very young nation. Our forefathers came here from other countries. Most of them were poor. They found a virgin continent waiting for them, and so they went to work to carve out homes.



An example of ugly surroundings. Notice the blighted tree in this picture.

Our people also became interested in the rich natural resources of the land. They saw chances to develop mines and build factories, whereupon they gave more and more attention to industry. Great railway systems were built. Cities sprang up. Business grew to be an absorbing game.

As a result, beautiful things were neglected. Not only this, but when they came in conflict with business, beautiful things were ignored, or put aside, or even destroyed. Woods

were cut down; foul smoke obscured the blue sky; ugly tenements appeared.

126. We are awakening to what we have done. — The fact is that we have gained prosperity and industrial success, but in so doing we have often made our surroundings ugly and even hideous.

Happily for us, however, we are awakening to what we have done. Visitors from Europe have opened our eyes by declaring our cities to be dirty and shabby. Americans traveling abroad have been astonished by the beauties of Paris, Brussels, or Vienna, and upon their return home these Americans have pointed out the unattractive features of our own communities.

Aside from all this criticism our common sense has told us that we have made a mistake in sacrificing beauty for the sake of business. We see now that we have been too careless, too intent upon money, too indifferent to the way our communities grow and develop.

127. What are we missing? — Now we Americans are a very practical people. We are always wanting to know what a thing is good for. We demand to know what it will do for us if we have it, and what we will be missing if we do not have it. Thus some people admit that our cities are often ugly, but at the same time they want to know what we are missing by not having attractive surroundings.

The answer is that we are missing all of the advantages of beauty. These advantages are numerous. For example, a beautiful park has the power to soothe and refresh us. Flowers and shrubs and attractive lawns help to make us happy. Handsome public buildings strengthen our pride and encourage our interest in the community. Spirited statues give us courage, while lovely paintings comfort or inspire us.

Beauty works in delicate unseen ways, nevertheless it may be as useful as steel and as precious as bread or meat.

128. The movement to improve our surroundings. — Beauty is a valuable and even necessary part of our lives, therefore it is a pleasure to see that our people are becom-



Here is a bridge which is beautiful as well as useful. Why not?

ing more and more interested in improving the appearance of their communities. We are beginning to disapprove of smoke and glaring advertisements and rubbish heaps within plain view.

In many cities there are now groups or associations of people who make it their business to fight ugliness and champion beauty. Likewise there are state and national

organizations which promote various forms of civic loveliness. As the result of all this, there is to-day a well-defined movement to advance the cause of beauty. The general public is being educated to the importance of attractive surroundings, not only at home and in local neighborhoods, but throughout the land.

129. The nature of city planning. — One reason for our unattractive surroundings is that most of our cities have grown up in haphazard fashion, and without plan. Therefore, an important method of improving the appearance of a city is to *plan* it. This is why a number of cities now have boards and commissions which are attempting to plan and control the future growth of the community.

City planning demands a great deal of a community. For instance, it requires clean, well-arranged, and well-paved streets. In a well-planned city such public buildings as the city hall, the courthouse, the post office and the public library might well be grouped together in some sort of tasteful arrangement. City planning may also confine mills and factories to one locality, so that smoke and railway tracks and ugly buildings will not disfigure all parts of the community.

130. Washington, D. C., is an illustration of city planning. — The Capitol of the United States is one of our most beautiful cities, and this, every one agrees, is largely due to the fact that it was carefully planned.

The city of Washington has two chief centers: first, the Capitol building, and second the President's mansion, or White House. Each of these two centers is a hub from which streets and avenues radiate in all directions. It is easy to get from one part of Washington to another, and the city is also very beautiful. There are numerous foun-

tains, monuments, and parks, to say nothing of tastefully planned dwellings, grounds, and public buildings.

131. What shall we do if our ideal is impossible? — Washington, D. C., is a kind of ideal city, because it was encouraged to grow in accordance with a definite plan. This is certainly the best way for a city to come into existence, and so we may say that the ideal way to make our



One way of improving our surroundings.

communities beautiful would be to tear them apart and build them over.

But we cannot do this. It would cause too much trouble, and it would be too costly. Imagine the expense of taking apart such cities as New York, Chicago, St. Louis, or Boston, and then rebuilding them in accordance with an ideal plan.

Even in the case of a community of ten or twenty thousand population this procedure would be unwise.

Then what *are* we to do? We must do what we can. In other words, we must attack our problem piecemeal, destroying ugliness wherever possible, and watching for opportunities to beautify our community.

132. How we can help to destroy ugliness. — Let us notice some of the ways in which a community can be made less ugly.

For one thing, we can remove all unsightly billboards from the streets and highways. Advertisements need not disfigure a neighborhood.

In many communities the streets are marred by a forest of telephone, telegraph, and electric light poles, with an accompanying network of wires. All this is unnecessary, because wires can be placed underground.

Rubbish can be kept out of sight. Dump heaps ought not to be in plain view. Vacant lots are easily cleaned up. Weeds and tin cans need not clutter up public places.

Unattractive buildings can be repaired and painted. Sometimes they can easily be removed, and perhaps replaced by attractive structures.

133. We ought to preserve the beauties of Nature. — Another way of helping is to preserve the beauties with which Nature has showered us.

If there is a river, or a pond, or even a small stream in your community it ought to be guarded. The law should be called upon to keep the water clean and the banks free from rubbish and ramshackle buildings.

Trees are valuable and should be preserved. What is finer than a row of splendid shade trees, or a wooded stretch which has been turned into a park for the enjoyment of the public! The larger a community grows the more grateful its people will be for whatever it provides in the way of trees, flowers, grass, and natural scenery.

An abundance of bird life adds a great deal to the attractiveness of a neighborhood, therefore we should protect our feathered friends. Be proud of the birds which frequent your community. Get acquainted with them, and be good to them.

134. Where there is a choice, why not favor beauty? — Changes are always going on in the community, and where there is a change there is often a choice. For example, every time an old building is replaced by a new one the owners have more or less choice as to what sort of a structure the new building shall be.

In such cases as these, the most attractive building ought to be given consideration. When tenements are replaced, why not make the new building as handsome as possible? Or if your parents are planning a garage, why should it not be in good taste instead of bad taste? Likewise, if a bridge is being replaced, the members of the community ought to suggest that the new structure be beautiful as well as useful. As for advertisements, many of these can be changed so as to be pleasing to the eye, and at the same time retain their force and appeal.

135. Signs of improvement. — Our communities are steadily becoming more attractive. We are passing more and more laws which aim to preserve natural beauties. The membership of civic improvement leagues is increasing. The cause of beauty is being promoted by artists, writers, editors, and philanthropists. Legislatures are growing interested in the problem. The public at large is developing a sentiment in favor of attractive surroundings.

Improvements are to be seen on every side. Our streets are in better shape than they were ten or twenty years ago. Beautiful public buildings are more and more plentiful. Parks are being set aside for public use. Bird life is being protected. The smoke evil has been attacked by new methods of burning coal, and also by smoke-consuming devices. Communities are competing with one another in the effort to be more attractive than their neighbors.

136. Beauty is a means of training. — Look about you and see all that your community is doing to provide you with attractive surroundings. Notice the streets. By evening they may be dirty, but in our cities while you sleep certain men will go about with brushes and brooms and wagons, cleaning the streets. The community pays these



The people of this village are surrounded by natural beauty. Let us hope they appreciate it.

men, just as it has paid for the public library, and the parks and drinking fountains that you enjoy.

The community is setting you an example in all this. It is using beauty to teach you the advantages of cleanliness, order, and harmonious arrangement. The beauties of your home neighborhood are an invitation to you to coöperate in making your surroundings more attractive. The community wants to see if you will use the paper baskets and rubbish cans which it provides, or whether you will litter the streets with what you do not want. Do you appreciate

attractive surroundings? Do you intend to help advance the cause of beauty? These are the two questions which the community is waiting for you to answer.

137. Do not be afraid to show that you appreciate beauty.

— It is probably true that we all appreciate beautiful things, yet the native American sometimes finds it hard to let others see that he loves beauty. Some of us, especially men and boys, are likely to think that it is weak and silly to admire pretty clothes, or a well-kept lawn. We are a little ashamed to favor what is beautiful.

This is all wrong, of course. It is the person who does *not* appreciate beauty who ought to be ashamed, for whoever is blind to lovely things is incapable of sharing in many of the finest fruits of civilization. Do not be afraid to express your love of what is beautiful. Be proud that you are sensitive to harmonious colors and beauty of line and form. Love of beauty is a strong fine trait which is capable of enriching and ennobling your life.

138. How the attractiveness of your community depends upon you. — Perhaps you have never thought of it, but what you do or fail to do has a distinct influence upon the appearance of your community.

For instance, if you are careless you will probably drop bits of paper in public places, or trample down lawns, or injure young trees when you are playing. You may be so thoughtless as to mark up public buildings with pencil or chalk. In these and numerous other ways you may help to make your community untidy and unattractive.

Yet if you are willing to take a little trouble, you can avoid all this. Furthermore, you can actually help to improve the appearance of your community. You can protect birds, and repair trees which have been injured in

storms. In your spare time you can help make your lawn attractive. Again, you can lend a hand when clean-up week comes around. Last, but certainly not least, you can encourage your friends and playmates to help along with all this good work.

Something for You to Do

1. Look back over the preceding chapter. What is the central idea or theme which it has developed? Answer this question briefly and in your own words.
2. What have railroads done to disfigure your community? Explain clearly.
3. To what extent are signboards a blemish upon your community?
4. Make a brief study of the history of your community, in order to discover what natural beauties have been destroyed since the earliest settlers arrived.
5. Suppose you were called upon to defend the proposal to spend public money for an art gallery. What would you say?
6. Is there a city planning association or league in your community? If so, find out what it is doing to improve the community.
7. How are telephone, telegraph, and electric light wires disposed of in your community?
8. To what extent is bird life protected in your community?
9. What provision does your community make toward repairing and otherwise caring for injured trees?
10. What is landscape gardening? How would you like to follow this work as a profession?
11. Describe the methods by means of which the streets in your community are kept clean.
12. What could be done toward beautifying vacant lots in your community?
13. To what extent do the children in your community mark up sidewalks, walls, or public buildings? What is the remedy for this?
14. What is meant by "clean-up week," and what are its advantages?
15. How may the spirit of rivalry be used to bring about improvements in a community?

16. Make a list of the ways in which you think the appearance of your community could be still further improved.
17. Suppose that a man were asked to clean up his filthy yard, and he replied that he had a right to let his premises get as untidy as he liked. What would be a proper answer to his statement?
18. Discuss the advantages of organizing a school club for the purpose of improving the appearance of your school grounds.

C. CHILDHOOD COMES TO AN END

CHAPTER X

THE WORLD IS WAITING FOR YOU

139. When you were a baby you were helpless. — The preceding chapters have outlined the various ways in which young people are protected and trained. In this chapter we are going to study childhood itself. Let us begin by noticing that human infants are at first quite helpless.

Take yourself, for example. Of course you cannot remember how things were when you were only a few months old, but if you ask your mother about it you will probably be told that at this age you were practically helpless. When you were a small baby you could gurgle and cry and squirm, but beyond this you could do very little. You had to be fed and you had to be dressed. In case you felt sick or were in pain you were unable to explain what the trouble was, and if your mother or the doctor could not find out for themselves you had to endure your ailment. In short, you were helpless.

140. Then you grew and grew. — This helplessness did not last long. Week by week and month by month you grew stronger and more able to *do* things. You got so you could handle objects. You learned to creep, and then to walk and run and jump. The babbling of baby days gave way to plain satisfactory words. All the while you grew and grew, until your clothes seemed always to be getting small and tight.

After a while you began to go to school, and then everything was like a wonderful dream. The world appeared larger. It astonished you with its strange sights and actions. You got interested in finding out about things. Games meant a great deal to you. You made friends with more and more children. Every day you learned something new. All the while you were shooting up like a young sapling, outgrowing your clothes, studying and playing and talking and thinking.

141. You have arrived at adolescence. — If you do not know the meaning of adolescence, you are like the man in a famous French play who discovered that he had been talking prose all his life, without knowing it! Because you are now in adolescence. In other words, you are now in the process of developing from childhood into maturity. Human growth divides into a number of stages. The first stage is infancy, the second stage is childhood, and the third stage is adolescence. After adolescence is passed you will enter upon the fourth stage, called maturity.

Adolescence, then, is that period of growth which lies between childhood and maturity.

142. Why adolescence is important. — Adolescence means that a life is in the making, somewhat as a mass of boiling candy is in the making. For just as this candy has been carefully tended and stirred, so you have been cared for all through the years of childhood. Just as a pan of candy comes to a crisis in cooking, so adolescence is a time of crisis for you.

Let us pursue this analogy a little further. A pan of candy is taken off the stove and given a last stirring before it is poured out to cool and harden. It is watched with anxiety during this last handling, for now is the time for

determining if it is to be a success or a failure. Once it is poured into its mold nothing can be done to improve it.

This is somewhat the way things are with you. You are in the formative stage. You are being tended and stirred by your parents and your teachers and the community in



general. You are being watched with anxiety, for once you are past the plastic age of adolescence your life will rapidly settle into the mold of maturity. After that it will be very difficult to make you over.

143. Have you forgotten that childhood costs a great deal? — Pause for a moment and try to imagine all that your childhood has cost.

Think of all the money that has been spent on you.

Think of the cost of all the food and clothing and shelter and medical attendance which you have received since babyhood. Think of the cost of educating you. Think of the money which has been spent to provide you with playgrounds and police protection and healthful surroundings.

Remember, also, that it has cost more than money to rear you. Imagine the time which your teachers have spent on you. Think of the trouble you have been to your mother and father. The loving care they have lavished on you cannot be measured in terms of money, nor can the thoughtfulness of the community in providing you with all the blessings of civilized life.

144. The fact is you are in debt. — To sum up, your childhood has been a very costly affair. A fortune of money and love and thoughtful care has been expended on you. Notice, however, that this fortune has been expended, not by *you* but by other people. For years you have been accepting valuable goods and services, without making a suitable return. Therefore you are in debt.

You need not be ashamed of this indebtedness. Every human being begins life as a debtor. It is natural, because all children need things which they are unable to supply for themselves.

On the other hand, your pride and honor ought to compel you to acknowledge this debt. Furthermore, you should resolve to pay it off, so as to be able to stand before the world free and upright.

145. How is this debt to be discharged? — Although you are in debt for all that has been done for you, no direct repayment is expected of you. Of course you should repay your parents with love and care, and later on you must

make sure that they are not in need of the things that money will buy. In general, however, you will probably find that neither your parents nor any one else expects you to repay them directly.

The payment which is expected of you is *indirect*. This means that you are expected to become a reliable and efficient member of the community. Later on we shall see in detail just what is meant by a reliable and efficient member of the community; here we must be content merely to know that if you do what the community expects of you you will be paying off your debt. Not only your teachers but your parents and every one else will probably be satisfied with this form of payment.

146. Why a great deal is expected of you now. — You are probably aware that the older you grow the more is expected of you. Your parents expect better conduct of you, your teachers expect you to show greater intelligence and skill, and the community expects you to do more toward helping with such problems as health, accidents, and attractive surroundings.

Why is it that so much is expected of you now?

The reason is that you are now much more capable than you were when you were younger. You are standing at the beginning of adolescence, which is another way of saying that your powers are rapidly expanding. Let us take the next few paragraphs to explain this.

147. Adolescence means greater power to think. — In a way we are able to think even when we are babies, though of course we cannot solve many of the problems which confront us. As we grow older, however, our mental powers strengthen, until by the time we reach adolescence we are capable of understanding many things which we used to

find puzzling. In school, for example, we attack and solve all sorts of difficult questions. We find the world less confusing. Little by little we penetrate to new meanings. Compared to younger children we are often quite thoughtful. We enjoy talking to older people, and we are pleased to notice that they appear to consider our ideas and observations and opinions of some value.

All this is because adolescence has brought us greater power to think.

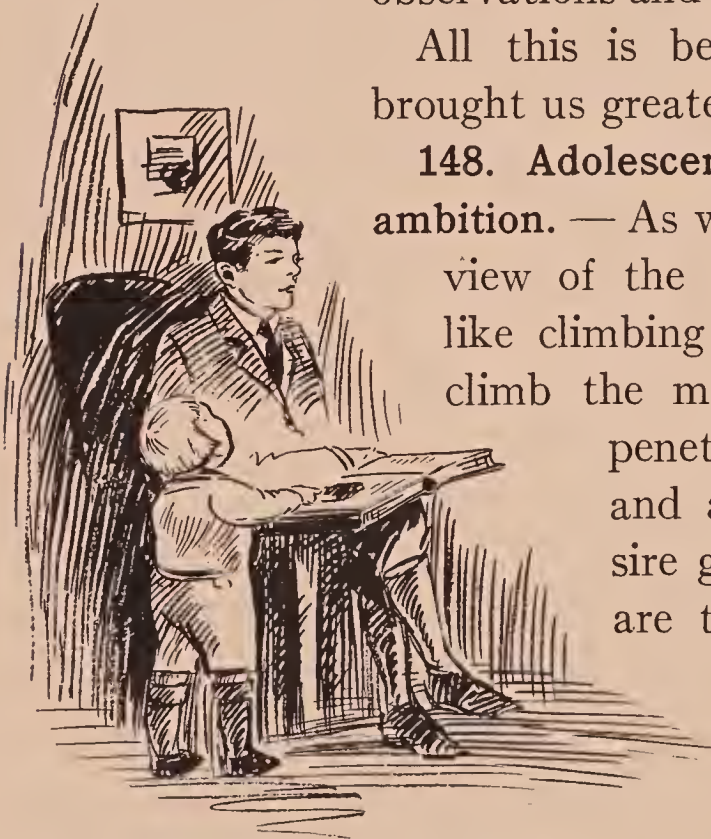
148. Adolescence also brings new ambition. — As we grow up we find our view of the world widening. It is like climbing a tree, the further we climb the more we see. Our gaze penetrates to new horizons, and as we look we feel desire growing within us. We are tremendously impressed

by the lives of such persons as Cæsar, Joan of Arc, Napoleon, Washington, and Lincoln. Sometimes we become hero worshippers and spend long

The small child is interested in the pictures, but the adolescent boy is intent upon the serious train of thought which the words of the book have aroused in him.

hours dreaming of how we shall equal and even excel the deeds of which we have read.

Many of these ambitions of ours are too precious to share with even our best friends. We keep them to ourselves, safe for our private enjoyment and wonder. They make us very happy. We long for these dreams to come true, and we believe that some day they will.



149. New energy floods in upon us. — Yet there is more to our adolescent ambition than mere wish and desire. We may long to achieve great deeds, but at the same time we are actually more capable of doing them. We are older and stronger, and our thinking powers have improved. Besides, adolescence is bringing us a great new flood of energy.

Where this energy comes from we do not know. We only accept it and use it. It comes in a never-ending flow, until it seems that we could never exhaust our powers. We play and run about and sit up late studying, and still our eyes are clear and our step firm. An abundance of vitality and good spirits appears in us. We fairly bubble with life. Endurance, strength, skill, power, — all these gifts are ours. We feel as if we could accomplish anything. Nothing is too hard, if only it will help us achieve our ambition.

150. We are likely to become independent. — In addition to greater thinking power, and ambition, and energy, the period of adolescence brings a certain amount of restlessness. Life seems to be moving too slowly. A great many things fret us, for example, discipline and restraint. Older people so often make us impatient that we tend to make our own plans, without consulting them.

Sometimes we overdo this. We may sulk when our ideas are not approved by our parents. Perhaps we grow stubborn and headstrong, and end up by refusing to take advice. In such cases we are generally annoyed to find older people so backward in their views, and at the same time we are greatly pleased that we ourselves are so clever. In short, we may go to such extremes that our parents tell us, half sadly, half in fun, that we know more at this age than we shall ever know again!

151. We are often confused. — In spite of all this self-confidence, however, adolescence brings us a great deal of confusion. Everything is so uncertain. Our life resembles a road: what we have passed over is clear enough, but as to what lies ahead we are not at all sure. We are growing and developing so rapidly that it is hard to know just what



Trying to decide what they will do after they leave school.

we really are. There are conflicts within us. We pass from one mood to another, often without an apparent reason. One day we are full of courage, and the next we may be plunged into despair.

At such times our future seems very much troubled. We want to do something, but what? Sometimes we feel that we want to leave

school, but when we think it over we are not so sure. Our goal has a way of whisking about that is very baffling. We are in need of advice, yet when we listen to our older friends we are often in doubt as to the value of what they are saying. It is all very discouraging, and something of an annoyance besides.

152. We are drifting off toward a new mooring. — A mooring is that which serves to confine a vessel to a definite place, as, for example, an anchor or a cable. A vessel has a

mooring, but a person may likewise have a mooring. In your case, for example, all the ties of childhood have heretofore acted as your mooring. Your home, your school, your playmates, — all these things have helped to confine you to your childhood mooring.

But now that you are entering the period of adolescence, these ties are beginning to slacken. You are still in school, of course, and your home will always be dear to you. Nevertheless you are growing up. This means that you will soon leave school. A few years and you will be out in the world for yourself. Perhaps you will still be living at home, perhaps you will be in another city, working or continuing your education. All these changes are facing you. You are even now preparing for them. In other words, you are drifting off toward a new mooring.

153. Whither bound? — Now all this is perfectly natural and proper. Every normal human being outgrows childhood. Little by little he begins to think for himself, and to plan for his own life. Finally he sets out to develop his own ideas and ambitions. Your father did this, and your mother and your various teachers likewise. Now you are about to follow in their steps by undertaking to find a mooring which shall satisfy you in the years to come.

Although this is perfectly natural and proper, it is also dangerous. Little by little you are drifting away from familiar things — toward what? You are going somewhere, but just what *is* your destination? What does the future hold for you? In what direction are you moving?

154. There is one thing of which you can be certain. — Your future is uncertain, yet you can be sure of at least one thing. This is that you will eventually be busy at some sort of useful work. Every normal boy is preparing to earn his

own living. As for our girls, it is coming to pass that they are no longer content to idle about home after they leave school. Even though they do not need the money, they want to do some sort of useful labor. Most boys and girls, therefore, are looking forward to a job when they are through school.

This fact is of the greatest importance, because it enables you to steer toward a definite goal. Your future may seem vague, but if you will confine your attention to discovering what your life job is going to be, your confusion will tend to clear up. Once you have found the right job for yourself, everything will seem steadier and more clear.

155. A short review of what has gone before. — This chapter concludes Part I of our text, and so we may well pause to summarize the central theme of our discussion.

We have seen that you are fortunate. In addition to being cared for by your parents, you receive numerous benefits from the community. The community protects you against foul play, accident, disease, and vice. The community also trains you, as we have noticed in detail in the preceding four chapters.

Meantime you are growing up. Your powers are increasing, your ambitions widening. The world is waiting for you. It is a busy world, and if you are to succeed in it you must first of all understand it, and then find your proper place in it.

This is why Part II of this text discusses the world of work and its relation to you.

Something for You to Do

1. What three important points are brought out in Section 155?
2. Do you think "adolescence" is an unnecessarily hard word?
Can you think of an easier word which means the same thing?

3. Draw up a rough estimate of what it has cost in money to clothe and feed you from birth until the present time.
4. Suppose you were asked to discover the money cost of your education up to the present time. How would you go about this problem?
5. Is it possible to put a money value on such things as love and affectionate care? Explain.
6. We sometimes hear old people say that it has proved to be "worth while" to rear and educate their children. What is meant by "worth while" as used here?
7. Give three examples to show that the older you grow the more is expected of you.
8. Draw upon your own experience to illustrate the statement that "adolescence means greater power to think."
9. What is "day dreaming"? Should it be discouraged? Explain.
10. Discuss the statement that "every one is a hero worshiper to some extent."
11. It is sometimes said that the time to read noble and inspiring literature is when we are young. Do you agree? Give your reasons.
12. Compare the energy of a mature man with the energy of an adolescent boy. What conclusions do you draw from this?
13. Can you recall any childish ambitions which you have since discarded? Do you think you will ever discard any of your present ambitions? Explain.
14. Discuss the statement that "it is perfectly natural for every one to want to paddle his own canoe."
15. Why is it impossible to know what we shall be doing a year or even six months from now?
16. How much thought have you given to the question of your life work?
17. Every mature person ought to be able to earn his own living, whether he is rich or poor. Why?
18. Name three ways in which a job may act as a steadying influence in our lives.

PART II — THE WORLD OF WORK

A. THE MEANING OF WORK

CHAPTER XI

WHY WE WORK

156. What is the difference between play and work? — Play may be defined as activity which is engaged in for the sake of the pleasure it brings. Thus when we romp or chase one another about in a game of tag we are ordinarily enjoying ourselves. We are exerting ourselves because it is a pleasure, and when this play is no longer enjoyable we generally stop.

Work, on the other hand, may be defined as activity which is engaged in chiefly for the sake of achieving an end. Work is often pleasant; nevertheless, we do not work *merely* because of the enjoyment which we may derive from this activity. We work primarily to get something done, as, for example, to finish a roof which we are shingling, or to get through mowing a lawn so that we will be paid for it. This is why we generally keep on working even though we are not really enjoying our task.

157. There are two classes of work. — The two classes of work are physical and mental.

Physical work is work which makes a large use of muscular energy. A man who is sawing wood is doing physical

work. People who dig ditches or lift boxes or carry heavy bundles are also doing physical work.

Mental work is different. Instead of emphasizing physical strength it emphasizes mental power. An accountant is a mental worker. So are teachers, architects, clergymen, lawyers, authors, and journalists. All of these people get their work done as the result of mental labor, rather than by means of muscular exertion.

158. A great deal of work is both mental and physical. — There are many kinds of work, however, which cannot be classed as either purely physical or purely mental. This is because they are combinations of both.

For instance, a plumber does physical work when he repairs a broken water pipe, but he also performs mental work in planning and deciding just how to accomplish this task. Likewise, a carpenter does physical work when he builds a house, yet he must constantly be measuring and scheming and calculating as he goes along, and this of course is mental work.

In a similar way, a great many mental workers also perform physical tasks. A clerk works mentally when he



This man's work is both physical and mental.

posts his books, but when he unpacks goods or sweeps out the store, he is doing physical work. Again, a nurse is using her mind when she plans how to care for her patient, but when she freshens his room, or wheels him out into the sunshine, she is working physically.

159. A few people do not work. — Before going any further, let us notice that some people do not work.

Criminals at large are not thought of as working, because their efforts are directed toward unlawful ends.

The idle rich do not work, but live on their money and waste their time and energy. It should be remembered, of course, that the *idle rich* are only a small proportion of our wealthy classes.

Young children are generally kept from steady work, because childhood is a period of preparation for the labors of mature life. Children are sometimes called *normal dependents*, for the reason that it is natural and proper for them to depend upon their parents for a living.

Abnormal dependents do not work for a living, but are supported either by kind-hearted individuals or by the community. By *abnormal dependents* we mean grown people who either will not or cannot support themselves. Aged paupers, some blind persons, and many feeble-minded individuals may be taken as examples of this class.

160. Practically all normal adults work. — Do not conclude that there is a numerous class of grown people dependent upon others for their living. Such is not the case. The number of criminals is small, the number of idle rich is small, and the number of abnormal dependents is small. Indeed, we may say that practically all normal adults work at some sort of useful task.

Look about as you go to school in the morning and you

will see abundant evidence that we are a nation of workers. Notice the stores opening for business, and the people filing into offices and shops. Look at the smoke pouring up from busy mills and factories. Look at the automobiles carrying men about their tasks, and the great trucks hauling goods back and forth. There are untold numbers of men and older boys at work, to say nothing of the girls and women who labor, sometimes at home, sometimes in offices or stores or mills.

161. The great reason for work. — The large majority of grown people work, but why? The answer is that we cannot get the things we want unless we do work.

For example, we want various grains, vegetables, and fruits, yet we cannot have them unless we cultivate the soil. We also want coal, iron, and lead; therefore we engage in mining. Often, however, we are not satisfied with the raw materials we take from the earth. We want grain turned into bread, and iron ore into numerous tools, and logs into furniture. All this, of course, requires work.

Again, we often want to move things, as, for example, we want wool taken to a mill, or bricks brought from the kiln, or plows distributed to farmers. This also means work.



Why do you suppose these men work in this bakery?

162. How all this may affect an individual. — The argument of the preceding section affects every one of us, as an example will show.

Suppose that you are a dentist. You do your work in a city office; nevertheless, the food you eat was grown by a farmer. Various miners provided the ore from which your dental tools were made. The furniture in your office had to be manufactured and brought to you. In short, a great many people have helped to supply the things you use.

All these people must be paid, otherwise they would not do the work which results in your securing such articles as food and tools. Therefore you pay for all these things. You pay by means of money. And where do you get this money? You earn it at your dental work. You may be a dentist; yet *one reason why you work is that such activities as farming, mining, and manufacturing require work of other people.* Be sure that you thoroughly understand this important statement.

163. We struggle to get what we want. — It is natural for all human beings to make efforts to get things which are considered desirable. The objects of our desire may be harmful or silly, yet if we *think* they are desirable we will generally strive to get possession of them.

This struggle for the things we want begins in infancy and lasts into old age. At first we exert ourselves to get toys and other bright and attractive objects. When we get large enough to earn money we work for the sake of the books or skates or kodak which money will buy. Later on we labor to get the money necessary to buy an automobile or provide ourselves with a college education.

Thus we are spurred on to work by the desire for things which we would like to have.

164. Some desires return, even though they have been satisfied. — There are certain desires which return again and again, even though we repeatedly satisfy them. The desire for food is an example. We eat heartily at dinner, whereupon our desire for food is satisfied. Yet in a very short time we shall want to eat again.

The same reasoning applies to clothing. We work in order to get the money to buy a suit of clothes, whereupon our desire for clothing may be satisfied. Yet within a few months, or possibly a year, our suit begins to look shabby, and then our desire for clothing returns.

Part of our reason for working is therefore to satisfy the desire for such things as food and clothing. We know from experience that desires of this type



They want a fur coat.

can never be permanently satisfied, and thus a share of our work is in anticipation of their periodic return.

165. Many of our desires are constantly being refined. — Another reason why we keep at work is that we are always refining our desires. As we become successful in life we begin to indulge ourselves. It may be that we are no longer satisfied with the plain inexpensive food of our earlier days. We demand a better quality of food, and more variety. Likewise we refine our desire for clothing

by determining to have more and finer types of wearing apparel. Again, we may demand a nicer house, a better automobile, and more expensive furniture.

All these things take money, and so we do our best to earn more and more. Perhaps we already have an income large enough to provide us with *necessities*, but since we are now ambitious for *comforts* and even *luxuries*, we work to enlarge our income.

166. We also acquire new desires. — There is still another thing which helps to keep us working. This is our tendency to develop new desires. We get acquainted with people who have summer cottages, and after a while we think we, too, must have one. By and by the radio becomes popular, and then it is not long before we are spending money for radio equipment.

In addition to acquiring a desire for new *goods*, such as radios and summer cottages, we often acquire a desire for new *services*. We may get to where we object to taking care of our own car, in which case we perhaps hire a garage man to look after it. Again, we may employ a man to care for our furnace and see that the lawn is kept in order. Finally, we may employ servants to cook for us, and wait on us, and otherwise serve us.

167. Some people work because work keeps them in good health. — Probably you will some day be surprised to discover that work is a means of keeping in good health and spirits. Of course work is often fatiguing, and it is sometimes dangerous to health; on the other hand, a normal amount of work at a safe occupation can do much to keep you fit. Our life is like a river: as long as a current of work flows through it we are kept bright and clean, but when there is no such current we turn sluggish and dull.

A great many older people have discovered this important fact, and so they keep on working long after they have become rich. Experience has taught them that they feel better when they work. They need the exercise and the effort which work offers, and when they retire from their business it sometimes happens that such people actually sicken and die from lack of something to do.

168. Love of knowledge and skill keeps many people at work. — A great many people work chiefly because they enjoy the knowledge and skill which are involved in their occupation. These people often have wealth, or at least enough to live on; nevertheless, they work regularly and with devotion.

For instance, a chemist or a biologist may labor long hours chiefly because of the fascination of exploring the mysteries of life. An artist may paint because of the joy of creating a beautiful or interesting picture. Great writers of fiction are generally devoted to their work long after they have earned enough to support them in comfort. Pianists, actors, and even circus performers frequently work because they love to express their particular skill and ability.

169. Some people work primarily to serve humanity. — Finally, we must notice that a number of people work chiefly for the sake of benefiting the world. There are, for example, physicians who devote most of their time and skill to finding methods of combating such horrible diseases as cancer. Other scientists labor to devise ways of destroying mosquitoes and other insect pests. In the poorer districts of our large cities we find a great many "social workers" who are devoting themselves to the problems of the poor and afflicted. Again, there are scholars and

statesmen who are working to discover some means of protecting humanity against war.

This does not exhaust the list of persons who work primarily for others, but enough has been said to indicate that service to humanity is an important spur to work. Of course, people who must earn their own living cannot devote much of their time to unpaid service. On the other hand, persons who are financially in comfortable circumstances are able to devote a great deal of their time to social service. Fortunately, this is precisely what many of our well-to-do citizens are doing. They are working for humanity.

170. Civilization is the result of desire plus work. — Most authorities agree that the ordinary savage is not capable of developing a high civilization. The reason for this is that the savage has very few desires. He is satisfied with a scant supply of coarse food, a rude shelter and crude clothing, and a few tools and weapons. Thus he will not ordinarily work for the things which go to make up civilization.

Contrast this attitude with the attitude of the racial stock to which *we* belong. We have inherited a restless, inquisitive, unsatisfied disposition, hence we have reached out beyond such necessities as plain food, rude clothing, and bare shelter. We have invented a thousand ways of improving our living. We have explored the mysteries of the world in the effort to satisfy our desires. In short, we have created a high and splendid civilization.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. Is it always easy to distinguish between work and play? What about professional baseball, for example?

3. It often happens that a child will gladly exhaust himself at play, but when he is asked to perform a light task, such as mowing the lawn, he complains that it tires him. Explain this.
4. Name three occupations which seem to you to involve a great deal of enjoyment. Are these occupations *always* pleasant? Explain.
5. Which is the more important to the community, physical work or mental work? Give reasons for your answer.
6. Which is the more fatiguing, physical work or mental work? Why?
7. In what way does your community care for paupers?
8. In what way does your community care for the blind?
9. In what way does your community care for the feeble-minded?
10. In what way does your community care for the insane?
11. Are there any occupations which have not yet been "invaded" by girls and women? Explain.
12. Make a list of the ways in which you would suffer if your father were to stop work for a year.
13. Draw upon your own experience for illustrations of the statement that we work to get money to buy the things we want.
14. Define the words "necessity," "comfort," and "luxury."
15. Suppose the airplane becomes a popular means of travel. Name three ways in which this may affect our work.
16. Is it wise to buy things on the instalment plan?
17. What would you do if you had a million dollars?

CHAPTER XII

OUR LABOR IS DIVIDED UP

171. Let us go back two hundred years. — In this and the two following chapters we are going to study the principles which underlie our industrial life. Let us begin by turning back to the origins of modern business, two hundred years ago.

Two hundred years! That is a long time, and if we examine the way people lived two centuries ago that age will appear even more distant. Remember that the Americans of that time were a mere handful of colonists scattered along the Atlantic coast. Their life was very crude. They had no efficient engines or machines. They had only hand tools, such as saws, hammers, axes, chisels, knives, files, and small drills. Most of those early Americans were therefore hand workmen, and almost every one of them had to toil long hours a day for the barest necessities of life.

172. How the people divided up their labor. — A great deal of the work or labor of colonial times was divided up among various persons.

For instance, the average colonial family divided up its work so that each member had one or more definite tasks. The father and his sons tilled the soil, and in their spare time made tools and implements. The mother cooked and kept house and made clothing. In case there were grown daughters, these helped their mother by spinning or weaving, or making candles.

There was also some division of labor among persons belonging to *different* families. For example, a man was sometimes so clever at making shoes that he gave most of his time to this form of work. When he had made more shoes than his own family could use he traded with his neighbors, exchanging his extra shoes for food or tools, or perhaps selling them for money. Likewise, this man might



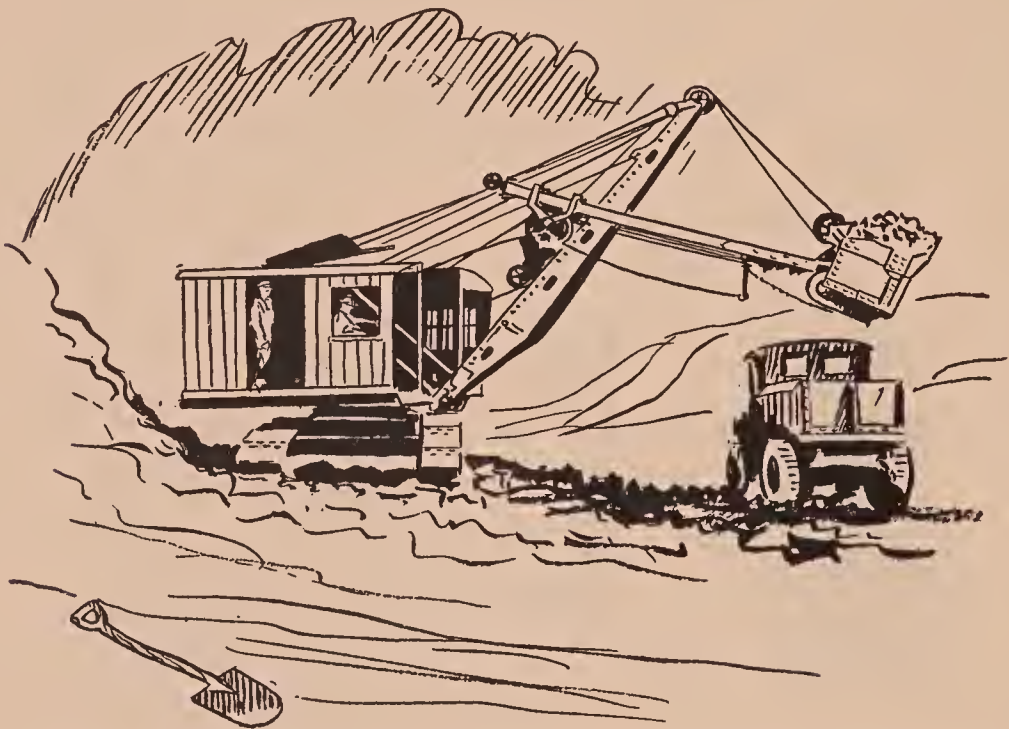
Our colonial ancestors worked hard, but their methods were crude.

have a neighbor who specialized in making hats, and another neighbor who devoted most of his time to manufacturing medicines out of herbs. In this manner *the work of the community* tended to be divided up among various people.

173. Yet something was lacking. — Of course our ancestors were wise enough to know that many advantages resulted from the habit of dividing up their labor. They knew, for example, that when heavy work was divided among a number of people this work was easier to accomplish.

Again, they knew that by dividing up labor they could turn a complicated task into a number of simpler operations.

Nevertheless, the Americans of two hundred years ago did not know how to get the most out of the idea of dividing up labor. They did the best they could, but in spite of their efforts they had to work very hard in return for what *we* would call a very poor living. The point is that some-



A hand shovel and a steam shovel illustrate the difference between a tool and a machine.

thing was lacking in their industrial methods. What was it that was lacking? The machine.

174. What is a machine? — Do not confuse the terms “tool” and “machine.” They are not the same.

A tool is an implement which is intended for hand use only. A hammer is a tool. When you use a hammer you hold it in your hand and apply it directly to the task which it is to perform. Your own muscular energy supplies the power which moves this tool.

A machine, on the other hand, is much more complicated than a tool. When we speak of a machine we mean a more or less complex combination of parts, such as wheels, levers, and movable arrangements. All of these parts are put together in such fashion as to perform a task. Some machines, such as typewriters, are operated by hand, but the work accomplished by a machine is never the *direct* result of human energy. In typewriting, for example, you strike the keys and it is only after a series of bars and levers have been thus set in motion that letters are actually produced on paper.

But most of our important machines are not even indirectly operated by hand — they are run by “power.”

175. The meaning of “power.” — The word power refers to ability or force or energy. There are various sources of power. For example, man has power, and when he handles tools he is making use of his power. Likewise a horse has power. Running water, steam, and electricity are further sources of power.

Of all these sources of industrial power, man is the least important. He is strong mentally, but physically he is weak. Nor is horse power of great importance. Running water, steam, and electricity are the three great sources of power, and for this reason we generally mean one of these three when we speak of machinery being run by power.

176. How power was made to run machines. — The story of the machine is the story of man’s conquest of power. In England, for example, the people of two hundred years ago were beginning to make machinery which could be run by some form of power. They pondered over the fact that running water exerts an enormous amount of

strength, and so they arranged their machines in such a way as to be run by the current of streams and rivers.

A little later the English people began to make use of steam. They realized that when water is heated to the boiling point it changes into steam. This steam tends to expand, and in expanding it exerts pressure. James Watt and other inventors worked at the problem of steam until at last they found a way of getting steam to push pistons and turn wheels. The result of their labors is what is known as the steam engine.

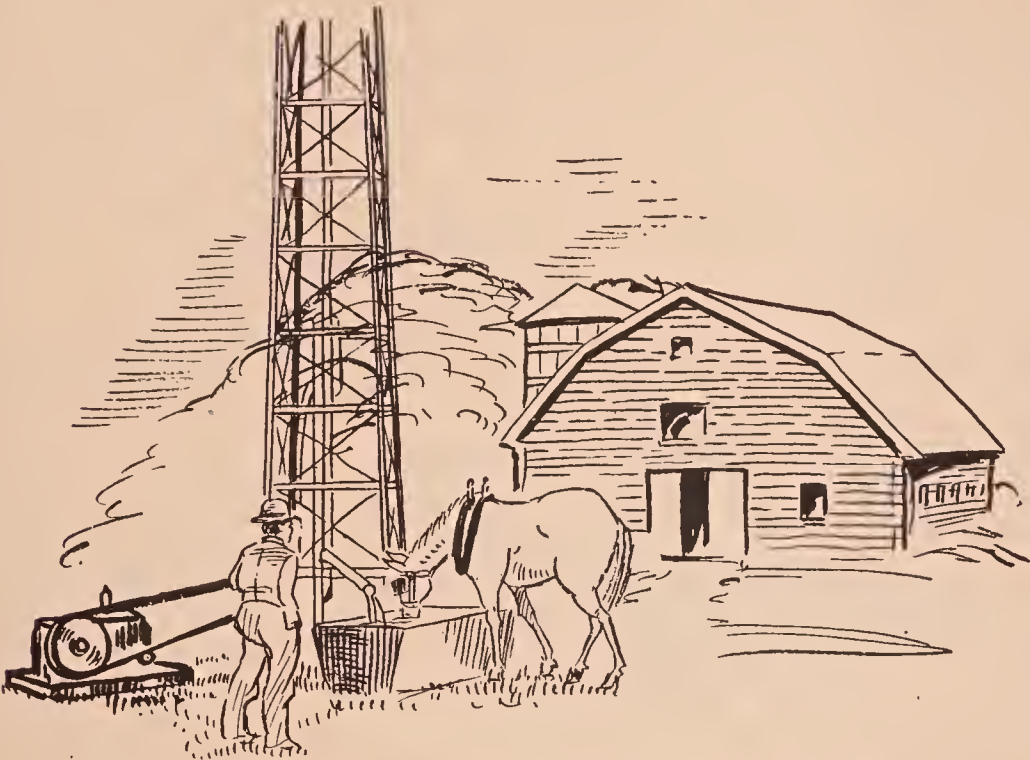
177. A good deal of work was then divided between men and machines. — The people of England now had what we may call “power machinery,” which means that they had machines which were operated by such forms of natural power as running water and expanding steam.

Little by little these machines were put to work. They were made to spin yarn and weave cloth. New and different types of machinery were invented. Machines were finally used to pump water and draw railway cars and propel boats and perform numerous other tasks.

In short, people began to let the machine do a good deal of their work. The machine became a kind of Man Friday. People kept inventing machines which could perform tasks formerly done by man alone, so that human workmen would be free for other types of work.

178. Thus industry was revolutionized. — The idea of power machinery originated in England during the second half of the eighteenth century. The fame of the new machines spread abroad, and it was not many years before they were being copied and even improved upon in other countries. For example, power machinery of various kinds was being used in the United States before 1815.

American industry made rapid progress after that date. The number of machines grew and grew. New types of machinery appeared. More kinds of work were handed over to the machine. A great many men left off with their hand tools and began to find employment as machine tenders. Little by little manufacturing and trade were re-arranged, so as to take advantage of the new methods of



This farmer makes a gas engine pump water for his horse.

work. Industry was actually revolutionized; indeed, the gradual change from hand to machine methods is known in history as the *Industrial Revolution*.

Let us see how all this touches our life to-day.

179. The division of labor enables us to do many things formerly impossible. — Notice, first of all, that our present-day methods enable us to accomplish tasks which would have baffled the people of two hundred years ago. We now have a host of wonderful machines, capable of performing all sorts of difficult work. Likewise we have a host of

specialized human workers, many of whom are experts in one particular kind of work. Marvelous tasks can be accomplished when these human workers make use of modern machinery.

Take, for example, one of those great office buildings known as a "skyscraper." Such structures would be beyond the powers of our colonial ancestors, — but they are not beyond *our* abilities. In one of our large cities a skyscraper of forty stories was recently called for. What was the result? An army of two thousand people was collected — architects, engineers, contractors, laborers of many kinds. A multitude of machines was made use of, and in twelve months the structure was completed.

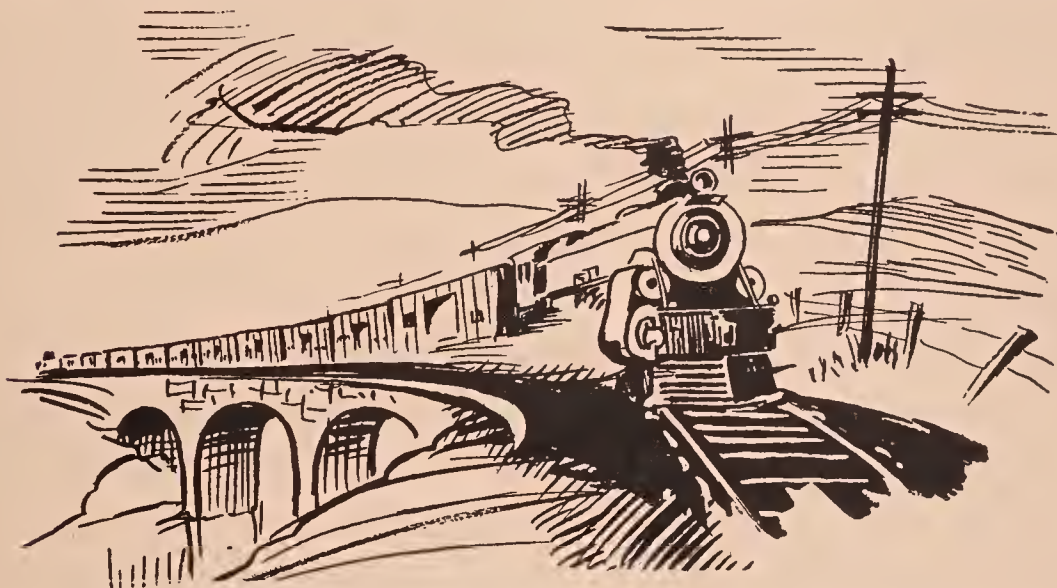
180. The division of labor has made many tasks easier. — Our modern methods of work have also lightened a great many tasks. Let us take, as a single example, the manufacture of wooden articles. Two hundred years ago such things as chairs and wooden bowls were laboriously carved or hacked out of logs, often by one man working alone and using the simplest of hand tools.

Nowadays, however, a great many specialized workmen and a great many specialized machines may be used in a single wood-working establishment. Logs and planks and boards are quickly turned into wood products of every description. At every turn the workmen are helped by clever machines; indeed the workmen often appear merely to *direct* their machines to produce molding, flooring, chair rungs, or table legs.

181. The division of labor enables us to do more. — The work of a great bakery illustrates this advantage. Each man has his particular work, and in this work he is assisted by one or more machines. A number of workmen

measure the flour, sugar, yeast, and the other materials of bread-making. These ingredients are put into a machine, and this machine mixes them. Other workmen then dump the dough and set machines to chopping it into loaves. Finally, machinery carries these loaves to men whose task it is to tuck the bread into pans and place the pans in the oven.

By such methods as these a surprisingly small number of people can produce as many as 100,000 loaves of bread in



How does this freight train illustrate the advantages of the division of labor?

a few hours. They are able to do this because of a minute division of labor, not only among men, and among machines, but among men and machines.

182. The division of labor often improves the quality of the product. — Our modern industrial methods have also enabled us to improve many of our manufactures. Compare, for example, the cloth made in a present-day textile mill with the cloth made by the Americans of two hundred years ago. In colonial times the average person wore clothing made out of homespun, and while this cloth was durable and warm it was also of very coarse quality. With the

coming of modern methods of spinning and weaving, however, the quality of cloth improved greatly. Fabrics of finer and finer texture were produced; designs became more delicate; new methods of combining silk and wool and other materials were developed. As a result, cloth is much superior to what it used to be.

183. The division of labor helps to lower prices. — Again, it is worth noting that thousands of the articles we use today sell for a low price because they are produced by modern methods.

Take, as an illustration, the textbook which you are now reading. If this book had been produced by the laborious methods in use two hundred years ago it might cost ten dollars a copy, or perhaps twenty or thirty or even a hundred dollars a copy.

But this book was produced by *modern* methods. It was set up and electrotyped and printed by skilled specialists making use of wonderfully efficient machinery. Thousands of copies were printed in the space of a few days, and at such a low cost per copy that the publishers are able to sell the book for a reasonable price.

184. Lastly, the division of labor enables you to find a suitable job. — The five preceding sections have illustrated an important truth, — namely, that the division of labor has increased our efficiency as a working people. In addition, this division of labor *helps you as an individual*. It helps you by creating so many different kinds of jobs that you can be practically certain of finding some one type of work which will suit your particular liking and ability.

The division of labor makes it possible for you to find a job which is really suited to you! Here is one of the most wonderful facts in our industrial life, and one which you

will do well to reflect upon. Bear it in mind, therefore, while we go on with our study of American business as it is to-day.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. The average American family of two hundred years ago had to grow or manufacture most of the articles which it needed. Why was it that people did not buy these articles at stores and shops?
3. Make a brief report to the class upon methods of transportation in early America.
4. Make a brief study of the origin of the steam engine.
5. In what way is water power inferior to steam as a method of operating machinery?
6. For what are the following names known in English industrial history: James Hargreaves, Richard Arkwright, Samuel Crompton, Edward Cartwright? (Consult an encyclopedia.)
7. In what way has the railroad aided in the division of labor?
8. Sometimes an entire community tends to specialize in one or more types of work, as, for example, Detroit specializes in automobile manufacture. To what extent does your community specialize in one or more types of work?
9. Select, for study, a building which is now being constructed in your community. How many different specialists are aiding in the construction of this building?
10. Name five tasks which are rendered easier by the division of labor.
11. What industries or business enterprises in your community illustrate the fact that the division of labor enables us to accomplish more?
12. Visit an industrial establishment in your community, and make a note of the extent to which labor is divided among people and machines.
13. Do you see any relation between fashion and the manufacture of clothing by machinery?

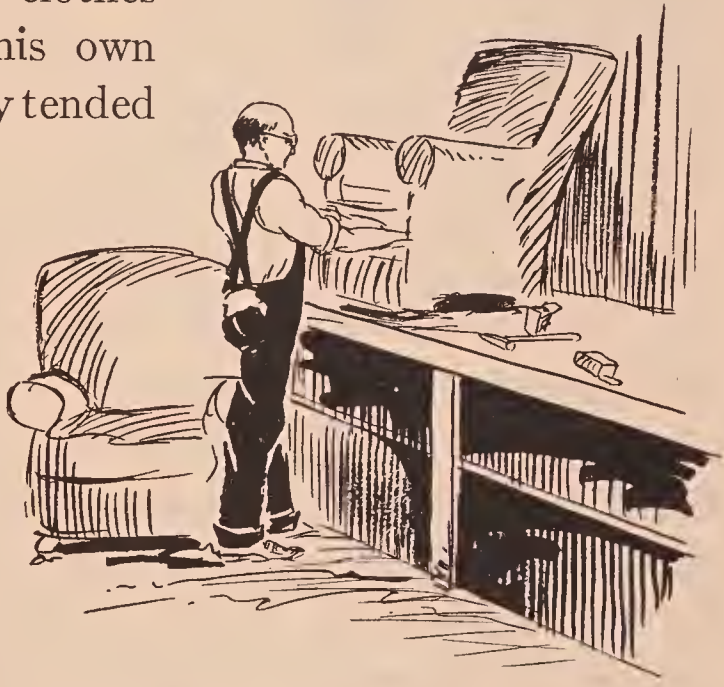
14. The more copies of a book a publisher prints, the cheaper he can afford to sell that book. Why is this?
15. Factory people work fewer hours per day than was the case a century ago. In what sense is this shorter working day due to the use of machinery?
16. What are the disadvantages of the division of labor?
17. In what occupations is the division of labor practiced very little or not at all? Give the reason in each case.
18. Collect a number of newspaper "want ads" in order to illustrate the extent of the division of labor in your community.

CHAPTER XIII

WE DEPEND UPON ONE ANOTHER

185. The division of labor has turned us into specialists. — As we saw in the preceding chapter, the average man of two hundred years ago was industrially independent. He was a jack-of-all-trades, raising his own food, making his own tools, and wearing clothes manufactured within his own family circle. His family tended to be a unit, because it supplied its own needs, and depended upon outsiders very little or not at all.

The division of labor has changed all this. The average man of to-day is not a jack-of-all-trades, but a specialist. He devotes himself to one



As the result of the division of labor this man confines himself to upholstering chairs.

particular kind of work, as, for example, he is a plumber, a lawyer, a clerk, or a janitor. Likewise, his neighbors are mechanics, doctors, insurance agents, teachers, accountants, or truck drivers, as the case may be.

186. As a result we have lost our independence. — Notice what happens when people are specialists. They

tend to specialize in one particular kind of work, and as a consequence there are a great many things which they need or want, but which they do not produce for themselves. The plumber, for instance, devotes his time and energy to his trade, and relies upon other people for such things as food, clothing, tools, medical attention, and theatrical entertainment. The same is true of all the other members of the community, — namely, each person depends upon other people for most of the goods and services which he requires.

Let us illustrate this dependence upon one another by following you through the experiences of an imaginary day.

187. Getting up in the morning. — Even so simple a matter as getting up in the morning shows how we depend upon one another.

We will suppose you are a heavy sleeper, and that in order to be sure of getting up in time you set the alarm clock at seven. You are depending upon this clock to awaken you, or, to be more exact, you are depending upon the people who manufactured the clock. Who made this alarm clock? You do not know. Perhaps a dozen or even a hundred specialists combined their skill in order to produce it. Probably these workmen live far from your home, and yet here you are, depending upon their product. If they have made a poor clock the alarm may fail to sound, and as a result you may over-sleep.

All at once the alarm rings loudly. The clock manufacturers are proving that they are to be trusted. You rise and dress.

188. Preparing for breakfast. — If you will watch your mother get breakfast to-morrow you will see a number of ways in which people depend upon one another.

Suppose, for example, that your mother fills the teakettle with water. She does this as a matter of course, because she has learned to expect water to flow when she turns the faucet. In other words, she has learned to rely upon the employees of your city water department to keep the water system in order.

Presently your mother asks you to get the milk. What do you do? You merely go to the back door and there is a bottle of milk on the step. Why is it there?

Because a neighbor or a farmer placed it there; or, if you live in a large city, the milk on your doorstep is there because a far-away dairyman and a truck driver and a shipping clerk and numerous other people have helped to



Do you suppose this boy ever stops to think where his coffee comes from?

provide your local milkman with his daily supply of milk.

189. At the table. — You bring in the milk and your mother announces breakfast. You sit down. There are various kinds of food on the table. Where did it all come from? From the grocer, you say.

But that is not a searching answer. You may rely upon your grocer for food, but he in turn depends upon numerous other persons for each of the articles which he keeps for sale. For instance, the cereal you eat passes through the hands of the farmer, the miller, the baker, and other specialists. The eggs you eat are handled by such persons as the poultryman, the truck driver, and your local grocer. For

sugar you depend upon people as far off as Louisiana or Colorado, and for coffee you rely upon people in Brazil.

Altogether, you cannot eat breakfast without illustrating the fact that hundreds and even thousands of people depend upon one another in their daily work.

190. Off to school. — As soon as breakfast is over you get up from the table, ready to start to school. Your father says something to you. You nod and hurry out.

The school is some distance away, and so you rely upon the street-car to take you there. This morning you wait and wait, and the car does not come. What is wrong? You have no way of telling. A street-car system is exceedingly complicated. A dozen things may be delaying the car. Perhaps a switchman or a car-dispatcher or a motor-man or some other specialist has failed to do what is expected of him. At any rate the car does not come, and as a result the people who have been waiting with you are very much annoyed. They are laboring people who have depended upon this car, and now that something has happened to it they will be late to their work.

As far as you are concerned, there is still time to walk to school, so you set out on foot.

191. You come near failing to do what is expected of you. — Half way to school you pass a dye-works, a place which is strange to your playmates but familiar to you, because your father is a foreman there. For the past week, however, your father has been staying at home, too ill to work. As you walk by the dye-plant you remember that yesterday the owner of the place sent your father a note, asking if he could not come to work Thursday morning. Suddenly you recall what your father said to you just before you left the house this morning. He said that he wanted you to

stop at the dye-plant and say that he would appear Thursday morning, as requested.

Think of the trouble you might have caused if you had failed to deliver this message! The owner of the dye-plant might have taken it for granted that your father was not coming. A new foreman might have been hired. Your father might have lost his job, — all on your account.

192. A forenoon of study and recitation. — Fortunately you remember in time to turn back and deliver your father's message; and then you hurry on to school.

All the forenoon you are studying and reciting, and probably never suspecting that school illustrates the fact that people depend upon one another. Yet it does. Your teachers rely upon you to be on time, and you depend upon them to appear promptly. Your teachers expect you to have your lessons, and you have confidence in their explanations and directions.

At the conclusion of each class you hear a bell or a gong. This is a signal for you to begin the work of the next period. There is a great movement to and fro, and then quiet again. Who is it that is responsible for this signal? What if this bell or gong failed to sound promptly at the end of each period? Imagine the delay and the confusion which would result!

193. Time for lunch. — Let us suppose that when noon comes you find you have forgotten to bring your lunch. Your mother prepared it, but you neglected to bring it along. Now what are you going to do? You search your pockets and find nothing but street-car tickets. Then an idea occurs to you, — namely, to ask the fruit dealer across the street to trust you for some bananas and oranges.

You hurry across the street and into the fruit store. The proprietor lets you have what fruit you want. He consents to trust you ; nevertheless, he shrugs his shoulders as you turn to go out. Perhaps he is wondering why so many boys and girls are forgetful. Likely as not he is asking himself if you can be depended upon to pay him to-morrow.



Ask yourself, next time you have lunch, how many people helped to make it possible for you to have the articles you are eating.

Meantime you are sauntering back toward school.

194. Traffic is a lesson in dependence. — As soon as school is dismissed you set out for home. A friend draws up in his car and invites you to ride. You get in, and ride along with him, meeting and passing other auto-

mobiles, and coming at length to a busy corner. There is a traffic policeman at this corner, and it is well for you that he *is* there, for without him a serious accident might result from the attempt of all these cars to get to their destinations. Even if there were no accident it would certainly be some time before you got through the press of vehicles which you see all about.

Fortunately, the traffic policeman is reliable. He is at his post, skilfully untangling the jam of automobiles. Now and then he signals, and since the waiting drivers can generally be depended upon to respond to these commands, it is only a few moments before you are on your way again.

This is because the traffic officer and each driver did what was expected of him.

195. A pause at a foundry. — Your friend wants you to go home to supper with him, and as soon as you have agreed he turns off on a side street and stops at a foundry. His father works here and it is almost quitting time.

You go inside with your friend, and while you stand there waiting you look about curiously. You see fiery furnaces

and pots of molten metal and a great many molds, and in the midst of all this heat and machinery you observe the men who labor here. Each has his special task. Every one is expected to do his part, for if any one fails in his duty the result may be a ruined casting or a badly burned work-



A visit to a foundry might help a boy to decide whether or not he wanted to follow this kind of work.

man. They all depend upon one another, every moment of the working day.

Then the whistle blows. The men leave off with their tasks. Your friend's father comes up with a smile, and asks you how you would like to work in a foundry. Perhaps you stammer and mumble, because you had never thought of that possibility.

196. Then home again. — You have a pleasant supper at your friend's house, and afterward you go home. After a

short chat with the other members of your family you settle down to study your lessons for to-morrow. The visit with your friend has taken some of the time that you ordinarily give to your school work. You will have to study late.

It is a warm night and you have opened the door. Your mother reminds you to close it when you go to bed, and then she retires. In a little while every one else has gone to bed, and still you sit there, alone with your work. You nod but rouse up sternly, determined to show that you can be depended upon to get your lessons. Then at last they are finished. You turn out the light and go sleepily to bed.

197. The watcher in the night. — Wearily you undress, and in a moment you are asleep. The day is over. The house is wrapped in slumber. You did your lessons for to-morrow and you turned out the lights, but alas! you were so tired and sleepy that you forgot to close the outer door. It is standing ajar, open to the prowlers of the night.

Yet no prowlers enter there, for not long after you have gone to bed a police officer comes along toward your house. This officer represents the protection which civilized life throws over your community. Your family and your friends and your neighbors go to bed and sleep in peace, because they can rely upon the policeman who patrols the streets. Softly along the street he comes, glancing this way and that. He spies the door you left open. He pauses, and after a while comes and shuts it. Then he goes on. All through the night he makes his rounds, glancing at that door as he passes.

So it is this agent of the community who closes your day and renders you safe for to-morrow.

198. None of us liveth to himself. — Have you forgotten the slogan of this textbook? You will find it on the title page. *None of us liveth to himself.* These words are from Paul the Apostle, and although they were spoken almost two thousand years ago they still express a great truth.

This saying of Paul is suitable to our textbook, for as we go on from chapter to chapter we are really proving that no man can live to himself. Take, for example, the experiences of the imaginary day which we have just completed. What do these experiences prove? They prove that the people of your community depend upon one another. There is none of us so wise or rich or powerful that he does not need what numerous other people have to give. We are somewhat like the parts of a great body, for we are highly specialized on the one hand, and on the other we depend upon the numerous specialists with whom we live and work.

None of us liveth to himself.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. What are the advantages of being a jack-of-all-trades? What are the disadvantages?
3. Farming has shown less tendency toward a minute division of labor than has manufacturing. Why is this?
4. What is meant by saying that clock manufacturers "cannot afford" to put out a poor alarm clock?
5. What is the source of the eggs you eat at home? What different people handle these eggs before they arrive at your house?
6. Where does most of our coffee come from? How does it reach us?
7. Where do we get our sugar? What processes is it put through before it is ready for table use?

8. What would be the effect upon your community if all of its railroads were to stop hauling freight for two weeks?
9. In what different ways are the people of your community dependent upon the telephone? the telegraph? the postal system?
10. It might be that a prolonged strike among the coal miners of the United States would affect *you*. Explain this.
11. What are the disadvantages of having a school janitor who is unreliable?
12. What are the advantages of being able to buy things on credit? What are the disadvantages?
13. Show that motorists depend upon one another when they are traveling along the highway.
14. To what extent do the people of your community depend upon the daily newspaper? What use do *you* make of the newspaper?
15. In what way does a traffic officer depend upon pedestrians?
16. What different specialists help to keep the electric light system of your community in order?
17. People sometimes get in the habit of being late. How can this habit be broken up?
18. Name five ways in which you depend upon your community.

CHAPTER XIV

HOW WE EXCHANGE THINGS

199. Why it is necessary to exchange things. — In the preceding chapter we saw that the division of labor has made specialists of most of us. We likewise saw that we are dependent upon one another for numerous goods and services which we do not produce for ourselves. To go a step further, we may now notice that the division of labor also obliges us to exchange things.

This ought to be easy to understand. Remember that the average man of to-day is a specialist who produces only one thing. He produces more of this than he himself can use, therefore *he desires to dispose of his surplus*. He also needs many things which he himself does not produce, therefore *he desires to get possession of these things*.

It is in order to satisfy these two desires that the specialist takes part in what we call exchange. Let us see about this.

200. We could exchange things by means of barter. — Barter is simply giving one thing for another. When boys “trade” knives they are engaging in barter, because they are giving one knife directly for the other. Barter, or “trading,” is very common among children, so that at first thought it may seem to you an excellent way of exchanging all sorts of things.

For instance, suppose that a man specializes in raising horses. He has more horses than he needs, and he would very much like to have a cow in order to furnish his family

with milk. This being the case, what is to hinder him from trading one of his horses for one of his neighbor's cows?

201. Barter is a crude method of exchange. — Of course it is *possible* to barter a horse for a cow; in fact, this is sometimes done. Nevertheless, barter is an unsatisfactory method of exchange.

For example, the owner of the horse might not know of any one who had the kind of a cow he wanted. In



This farmer may barter his potatoes for flour or clothing, but it is more likely that he will sell them for money.

this case, he might have to spend a great deal of time searching for a desirable cow.

Again, it might be that the owner of the cow did not want to part with her. Even if he were willing to part with her, he might not want a horse.

Finally, an exchange might be impossible even though the owner of the horse and the owner of the cow wished to trade. Thus they might agree that the cow was worth a horse and a third, or a horse and a half, in which case the exchange would be blocked.

202. Therefore money has been invented. — Money may be defined as anything which passes freely from hand to hand as a medium of exchange.

History tells us that all sorts of things have been used as money, as, for example, bright shells, beads, tobacco, corn, and cattle. Nowadays, however, all civilized races use

metals as the basis of their money system. Such metals as gold and silver are popular, because they are durable, because they can be made into various shapes, because they are easily recognized, and because coins made of such metals can easily be carried about in pockets and purses.

The money which we Americans use is of two kinds. First, we have metallic money, consisting of gold, silver, nickel, and copper coins. Second, we have paper money, as, for example, bank notes, or "bills." A piece of paper money represents a stated amount of metallic money. Paper money is used for convenience, but if desired it may be exchanged for the amount of coin stamped upon it.

203. How money helps us exchange things. — There is nothing mysterious about money. It is simply a tool or device which helps us in exchanging things.

Take, for example, the case of the man who owns a horse but is in need of a cow. This man is acquainted with the advantages of money, therefore he sells his horse to any one who will give him a satisfactory amount of money for it. There will be no trouble in measuring the value of the horse in terms of money, because money is coined in amounts as low as one cent. This means that money can come within a cent of measuring the value of the horse. Furthermore, the man who is selling the horse is willing to accept the money which is offered, because he knows that the government guarantees this money to be exactly what the figures and words stamped upon it say it is.

Thus the owner of the horse sells his horse for money, and then he uses money to buy a cow. This is the same as saying that he has used money to bring about an exchange of horse for cow.

204. Why money plays a large part in our lives. — Now when we praise the Statue of Liberty we are generally admiring, not the statue itself, but the idea of liberty which that statue *represents*. Again, when we take off our hats to the American Flag we are showing our respect, not for a strip of colored cloth, but for the great nation which the flag *represents*.



All these people are competing with one another for a job.

Likewise, we pay attention to money, not for its own sake, but *because of what it represents*. The man in our example was willing to sell his horse for money because he knew that money can be used to buy, not only a cow, but any one of a thousand other things. We use money to measure the

value of all sorts of goods and services, and that is why we talk so much about it. Remember, however, that we think highly of money only because of the desirable things which it has the power to bring us.

205. The meaning of competition. — When two or more people engage in a struggle or contest for the same object they are said to compete. To put the same idea into different words, these people are taking part in competition.

Our industrial system is based upon the principle of competition. We are free to enter any lawful occupation we like, and to compete with our rivals for the prizes which

that occupation offers. When work is scarce a large number of us may compete for the same job. If two different grocers cut prices on potatoes or bread, we may say that these grocers are engaged in unusually sharp competition with each other.

In short, you will find competition everywhere you go. In one sense your very life is the story of competition, for you take part in contests upon the playground, you compete for honors in the classroom, and after you leave school you will engage in rivalry in the business of earning a living.

206. Price acts as a kind of signal. — In some of our large cities the traffic is regulated by automatic signals. In a similar way business is regulated by the price of things.

Thus, if bacon is very high in price, your mother will tend to buy as little of it as possible. If your father needs a pair of shoes, he will compare different brands of a similar quality, and other things being equal he will choose the least expensive shoe. Again, if you have schoolbooks to sell, you will perhaps ask several persons to make you an offer, and then accept the highest bid.

In short, we generally bargain as wisely as we know how. If we have something to buy, we try to get it for the lowest possible price. If we have something to sell, we try to dispose of it at the highest possible price. It is price which determines most of our buying and selling, just as it is the automatic street signal which determines whether traffic shall “go” or “stop.”

207. We buy and sell services much as we buy and sell goods. — We have been describing the manner in which *goods* are bought and sold. Thus we spoke of the purchase of bacon and shoes, and the sale of schoolbooks.

Now *services* are bought and sold in somewhat the same

manner, and it is very important for you to understand that this is so. Notice that a doctor is a specialized workman whose product is medical attention or service: He *sells* his services, and when we are ill we *buy* those services. To go a step further, every person who employs people is a buyer of services, and every person who works for a wage or a salary is a seller of services.

If you are seeking a job, therefore, your problem is to be able to produce a desirable service, and then to *sell* that service to a satisfactory employer for a satisfactory price.

208. The nature of a market. — When we speak of a market we are thinking of the opportunity to buy or sell. Thus a meat market is a place where you may buy various kinds of meat, while a livestock market is a place where domestic animals are bought and sold.

Many markets are definite places, such as buildings, street corners, or open spots where vegetables and fruits are offered for sale. Nevertheless, a market does not always depend upon a definite place. The important thing about a market is that it offers an opportunity for buying and selling, and this opportunity does not necessarily require a building or a plot of ground solely for that purpose. Thus we may say that there is a good market for stenographers, which means simply that here and there about the community are employers who want to hire persons who can do stenographic work. Similarly, we may say that we are in the market for a police dog, which means simply that we would like to hear of an opportunity to buy a dog of this kind.

209. The part played by communication. — A market, then, can be a definite place, but it may also be merely the opportunity to buy or sell.

Now, if a market is *not* located in a definite spot, how is it that buyers and sellers can bargain with one another? The answer is that people communicate with one another by means of such devices as the telephone, the telegraph, the postal system, and newspaper advertisements.

Thus the employer who wants a stenographer may advertise for one, whereupon he probably will receive a number of letters and telephone calls from girls seeking the position.

In the case of the man who wants a police dog, it may be that he speaks of his desire to a friend, and the friend tells various people, until finally the matter comes to the attention of a dog dealer in another city.

This dealer may get in touch with the man who wants a dog, per-

haps by mail, perhaps by telephone, perhaps by telegraph.

210. The part played by transportation. — The various means of *communication* are an enormous help to people who have something to buy or sell. *Transportation*, however, is also an important aid in exchange. The railroad, the auto truck, the boat, the horse-drawn vehicle, — such methods of carrying things to and fro are invaluable.

For instance, a New England shoe manufacturer may buy leather of people in Texas or Wyoming, and of course he



The advertisements of a newspaper often give the business man an idea of where he can buy or sell to advantage.

depends upon transportation to get this leather to his factory. Likewise, a violinist in Seattle may sell his services to a Chicago theatrical producer, which means that the musician must travel to Chicago. Again, the various means of transportation are relied upon to carry cotton from the South to the North, and wheat from the West to the East, and so on.

Remember, then, that money, communication, and transportation are necessary to the modern exchange of goods and services.

211. Money is a means to an end. — Let us draw together the threads of our discussion by saying that money is a means to an end. Money is a tool which helps us to get what we want in exchange for what we do not want. In the example of the man with the horse, money acted as a go-between in his task of exchanging the horse for a cow.

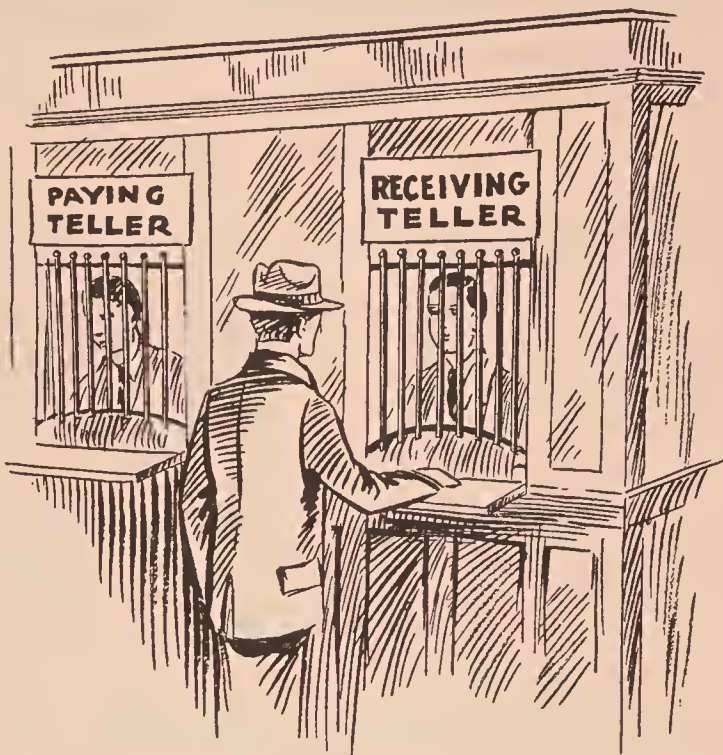
Suppose, however, that this man sold his horse, and then deposited the money in a bank. Is money still a means to an end? Yes. The purpose of money is to buy things, and it is what money will buy that we want, not the money itself. At some future time the man who sold the horse will doubtless withdraw his money from the bank and buy something with it. Suppose that he uses part of it to buy a plow. Very well, the process of exchange is now complete. He formerly had a horse, now he has a plow but no horse. The exchange was brought about by means of money. Placing the money in the bank for a time only delayed the exchange.

212. What is a bank? — What is this bank which we have mentioned?

In order to understand the answer to this question, you must know that just as some people specialize in farming,

and other people in teaching or painting, so there are persons who make a specialty of dealing in money. A person who deals in money is a banker. What does this banker do? First of all, he applies to the government for a charter.

This charter is an official permit to use money or capital for the purpose of conducting a banking business. The possessor of this charter now establishes himself in a building called a bank. He has other people to help him, as for example, a cashier, a book-keeper, and a number of clerks. With the aid of these people



The interior of a bank. What is a "receiving teller"? What is a "paying teller"?

the banker endeavors to attract the attention of people who have need of his services.

213. The services of a bank. — Let us notice the three most important services of the bank.

For one thing, a bank may *collect money*. This it does chiefly by offering to take care of people's money free of charge. In many cases a bank even pays for the use of this money in the form of interest.

Again, a bank *safeguards money* which has been left with it by individuals. This it does either by keeping it in strong vaults or by investing it in safe business enterprises.

Finally, a bank *loans money or capital* to people who wish

to use it, and who can also guarantee that they will be able to return it. These borrowers pay for the use of money and capital in the form of interest. Part of this interest goes to the persons who originally left the money with the bank, and the remainder is kept to pay the expenses of the bankers and to reward them for their services.

Something for You to Do

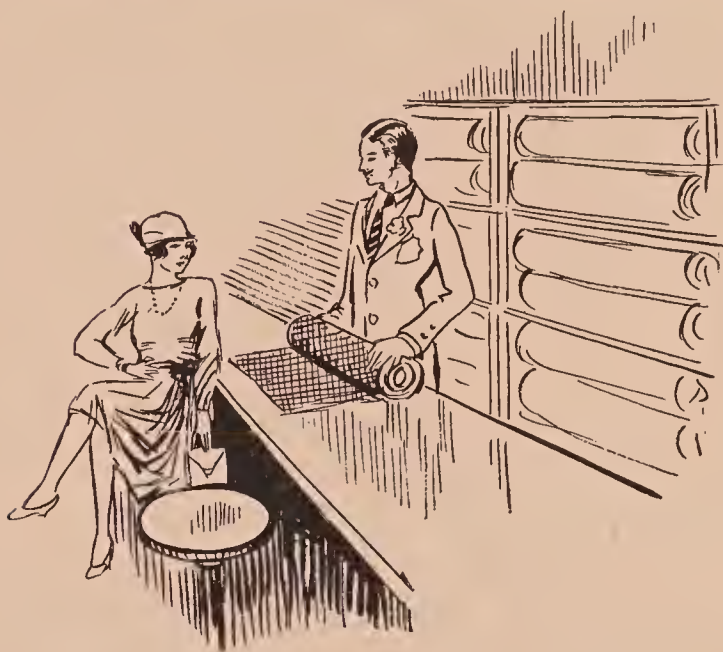
1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. Draw upon your own experience for three examples of barter.
3. What materials were used for money by the American Indians in colonial times? What were the advantages and disadvantages of this kind of money?
4. In most cases we do not hesitate to accept paper money in exchange for metallic money. Why is this?
5. Give an example of competition in school work. In sports. In getting a job.
6. Is it wrong to try to buy things for the lowest possible price, and sell for the highest possible price? Explain.
7. Name five services which are bought and sold in your community in the course of a single day.
8. Discuss the statement that "competition is the life of trade."
9. Visit a produce market, and observe the exchanges which are transacted there. Notice if there are any cases of barter.
10. Why are strawberries generally higher at the beginning of the season than later on?
11. Examine the "want ad" columns of your local newspaper for examples of goods and services which are offered for sale.
12. Which is the more important means of transportation in your community, the railroad or the auto truck? Give your reasons.
13. Do you believe that the airplane will some day be as important a means of transportation as the automobile? Give your reasons.
14. How many banks are there in your community? Into how many types may these banks be divided?

15. What is a check? To what extent do checks take the place of money? How do checks help in exchange?
16. What is meant by saying that banking depends upon confidence?
17. What conditions must be fulfilled before a person may establish a bank in your state? (Consult a friendly banker for this information.)
18. How do banks aid in exchange? Explain clearly and in detail.

CHAPTER XV

YOUR JOB WILL COLOR YOUR LIFE

214. To name a man's job is to reveal him. — Now that we have seen how the division of labor has turned us into a nation of specialized workers it is time we noticed the



The average clerk has a rather small income.

influence of an occupation upon the person who follows it.

Do not be puzzled by the title of this chapter. Its meaning can easily be made clear. To color a thing means to change its hue or tint. This is precisely what a job can do to a human life. A job has the

power either to darken your existence or to paint it in bright hopeful tints. We spend half of our waking time in work, — moreover, what we are during the other half of this period is strongly influenced by our occupation. This is why a man really tells you a great deal about himself when he tells you how he earns his living.

Let us go on with this important matter in detail.

215. The mighty influence of an income. — The income of a person who works generally consists of what he earns

in the form of wages or salary. He may be paid at the end of each day, or by the week, or by the month, but in any case this money income is what supports him. In other words, it is what he uses to secure possession of the good things of life.

Imagine, then, the tremendous influence of an income. If a man receives a low wage he will naturally have little money to spend, which is another way of saying that he will be unable to secure a great many comforts and perhaps even some necessities. If, on the other hand, a man earns a large wage or salary he has the money to buy a great many of the good things of life. A man's income may determine whether he rides in an automobile or a street-car, whether his wife dresses well or poorly, and whether his children go to college or go to work on leaving school.

216. How different jobs affect income. — Jobs vary widely in their influence upon income.

For example, some jobs tend to yield a large income, while others generally pay a low wage. Thus a corporation lawyer and an eye specialist usually have large incomes, while a grocery clerk and a street laborer receive small wages.

Again, some occupations provide a regular income, while others offer irregular pay. For instance, a teacher has a regular income. The same is true of most salaried people. On the other hand, doctors, lawyers, dentists, and other persons relying upon fees may be said to possess irregular incomes. Fishermen, farmers, authors, harvest hands, and masons also tend to have irregular incomes.

217. Some jobs are safe, others are dangerous. — Many occupations permit the worker to enjoy personal safety. The work of bookkeepers, typesetters, or furniture decora-

tors may be called safe. Farmers and many mechanics also enjoy a large degree of safety at their work.

Other workers are less fortunate, particularly when they must handle machinery. The structural iron worker follows



This young man and woman are city employees, but they are going to lose their jobs.

a dangerous trade. So does the man who works in a steel mill or a foundry or a quarry. The chemist who deals in drugs and explosives is often in danger. Railway brakemen, firemen, and engineers must take numerous risks in order to do their work. Mining endangers a great many lives.

Of course our communities are doing what they can to reduce industrial acci-

dents; nevertheless, some jobs will always be more dangerous than others.

218. Your job will probably affect your health. — It is likely that your health will be influenced by the occupation you follow after you leave school.

Certain jobs have the power to improve health. Forestry, cattle herding, and numerous other outdoor jobs afford an opportunity to earn a living and at the same time grow hale and strong.

Many indoor occupations are more or less a drain upon the general health of the worker. The tailor, the book-keeper, the seamstress, the stenographer, — these are examples of people who often suffer from lack of fresh air and exercise.

Finally, such jobs as mixing paint or piling hides in damp cellars may quickly undermine the health of the worker.

219. Some jobs encourage you to learn, some do not. — There are a great many jobs that encourage their followers to increase their knowledge and skill. The profession of medicine, for example, offers the daily opportunity of learning more about methods of combating disease. Likewise, chemistry never ceases to teach those who work in it. Music, teaching, and engineering are further examples of work which encourages study and personal improvement.

On the other hand, there are other jobs which do little or nothing to help the worker improve himself. Take, for instance, a clerk who does nothing but file letters and records all day long. What does he learn, once he has become acquainted with the system by which he files his documents? Or consider the case of a girl who operates a machine in a textile mill. What does she learn? She does the same thing over and over, until her mind is deadened by the monotony. How can she improve herself? How can she progress? How can she really be happy at her work?

220. What you do for a living may influence your politics. — Your job may also affect the part you play in the political life of your community.

If, for example, you are an engineer, you may realize that the sewers in your community are badly in need of repair. Naturally you will tend to aid the political candidates who promise to remedy this evil. If you are a playground super-

visor, you will probably oppose a mayor or councilman who plans to cut down expenses by abolishing the children's



This political orator is promising his listeners a better job — if only they will elect him to office.

playground. Again, if you are an expert accountant, you may be convinced that your county government is extravagant and wasteful. In this case, you will probably favor a movement to reform this government along business lines.

Sometimes, of course, a man will favor a political party simply because of the desire to hold his job or make more money.

It goes without saying that this is dishonest and ought not to be.

221. Your job may affect your morals. — Some jobs make it difficult to lead a clean, upright life. For example, messenger boys are often sent to disreputable places, and hence are repeatedly faced by the temptation to do wrong. Police work is a necessary and honorable calling, yet police officers sometimes suffer from too close contact with degraded criminals.

On the other hand, most jobs probably encourage us to do right, for the simple reason that industry is based upon honesty, clean living, and hard work. Furthermore, many types of work actually develop whatever is noble in us. A doctor's work brings out his generosity, and kindness, and love of humanity. The nurse follows a noble calling, as does the teacher, the social worker, and the minister. Nor should we omit the homemaker from this list, because the woman who makes family cares her special work is daily performing one of the most splendid of tasks.

222. Your job may introduce you to love.

— In general, we may say that what you do to earn a living will affect the type of people with whom you associate. Thus an artist associates with one class of people, a bricklayer with another. A teacher



One of the coal heavers in this picture used to go to school with the three young lawyers in the foreground.

joins an educational club, a plasterer joins a trade union. A fireman takes his family to the firemen's ball, a bank clerk goes on a picnic with his fellow employees. So it goes, each specialist tending to associate with the members of his own group.

All this means that a great many young people will be introduced to you by means of your job. The person you will eventually care for most deeply may be among this number. Many a young man has fallen in love with a girl that he would never have known had it not been for the associations that grew out of his job. Likewise, many a girl has become attached to a man who first came to her attention because he worked in the same office or factory with her.

223. A job may say "yes" to love, or it may say "no." — In addition to bringing young people together and helping them to fall in love, a job may have the power of saying "yes" or "no" to their plans.

Thus if a young man has a good position he may consider that he is able to take care of a wife, and hence he may plan to be married at once or in the very near future. If he is not earning a great deal at the time of his marriage, he may be in line for promotion, or he may be establishing a practice as a lawyer or doctor. In either case his marriage may be justified. His job has said "yes" to him.

But what if this young man earns very little money and has no immediate prospect of earning more? In such a case his job may say "no" to his plans, for how is he going to support a wife? No matter how much he loves a girl, no self-respecting man will ask her to marry him until he is able to provide a decent home for her. Neither will he ask her to go out to work after they are married, although in some cases this might be justifiable. Ordinarily the only thing he can properly do is to postpone marriage, *and invest in a better job.*

224. Why we speak of investing in a job. — When a man invests money he permits it to be put to work in some sort

of business enterprise, for the sake of what it will produce in the future. If he uses care and judgment, this investment may bring him in a considerable amount of money. If, on the contrary, he has invested carelessly, it may be that he receives no return, and even loses the money he has risked.

Now the choice of a job is somewhat like investing money, only it is much more important than risking merely money. Why? Because when you decide upon your occupation you are investing *yourself*. You are investing your health and time and energy and thought. Likewise, you are investing all your hopes and dreams of the future.

As for the returns from this investment of yourself, everything depends upon the wisdom and care with which you seek to discover the right job for you.

225. A brief review of what has gone before. — In this and the four preceding chapters we have discussed the meaning of work. First, we outlined the reasons why we work. After that we noticed the manner in which the labor of the world has been divided and sub-divided, until to-day most people are specialists. We saw that we depend upon one another, and then we studied the methods by means of which we exchange goods and services.

In short, we have been examining the framework of the busy world which you are preparing to enter. It is a world of specialists. You, too, will become a specialist. Your job will color your life, and for this reason the next five chapters of the text undertake to help you answer the question, *What is the right job for you?*

Something for You to Do

1. Study Section 225 with care, and then answer the following question: Why is it necessary for us to understand the meaning of work?
2. To what extent is a man's occupation a clue to his education?
3. Which is more important in determining the size of a man's income, the nature of his job or his own ability? Explain.
4. Successful prizefighters generally receive large incomes. Is this wrong? Give your reasons.
5. Why do ministers so often receive low salaries? What is the remedy for this condition?
6. What is a trade union? What is a strike? What effect has a strike upon the income of people who belong to trade unions?
7. How do you account for the fact that some lawyers receive large incomes, while other lawyers receive barely enough to live on?
8. In what way is mining a dangerous occupation?
9. Debate the following question, "Resolved, that aviation may now be ranked as a reasonably safe occupation."
10. Are outdoor jobs always beneficial to health? Explain.
11. What are the advantages of selecting friends from the people you learn to know through your work? What are the disadvantages?
12. Under what circumstances is it justifiable for a married woman to help her husband by going out to work?
13. The continued operation of machinery in a factory or mill often has certain bad effects upon the workman. Name two of these bad effects.
14. Give three examples of work which is very monotonous. Is there any remedy for this?
15. Do you think you could tell, at this time, just what is the right job for you? Explain.
16. Is it necessary for you to be happy at your work? Explain.
17. Why is the selection of a suitable occupation such a difficult matter?
18. Turn to the table of contents at the beginning of this text and examine the titles of Chapters XVI-XX. Which of these titles interests you most? Why?

B. WHAT IS THE RIGHT JOB FOR YOU?

CHAPTER XVI

OCCUPATIONS TO CHOOSE FROM

227. The problem before us. — As the result of the division of labor there are now more than ten thousand separate and distinct occupations in the United States. It would be practically impossible to study each of these in turn, therefore we shall have to arrange them in groups.

But how shall we arrange or classify this multitude of occupations? By grouping these jobs in such a way as to fit in with your particular purpose. Your purpose is to find the right job for you. In other words, you want to find a job which will be suitable to your abilities, disposition, and ambitions. Since this is your purpose we shall approach the subject from your personal standpoint, giving as many examples as possible of occupations which might possibly be suitable to you.

Let us begin at once.

228. What about going into business for yourself? — Some young people do not like to work for others. They insist upon being “independent.” Many times these young people have an older relative who is in business for himself, and this encourages their desire to set up an establishment of their own. If you are this type of person it is possible that you would succeed if you went into business for yourself, especially if you could secure the necessary amount of capital.

For example, you might do well as a grocer or as the proprietor of a meat market or laundry. You might also consider establishing yourself in the candy business, or you might set up a restaurant or open a dry goods store or sell cigars and tobacco. A large number of people earn a comfortable living by dealing in automobile accessories. Garage keepers, photographers, and druggists are further examples of "independent" business people.

229. Are you fond of animals or plants? — If you enjoy growing things, it may be that farming will suit your tastes and abilities. Most farmers raise a wide variety of crops, but if general farming does not attract you, perhaps you would enjoy some of its specialized branches. Truck gardening is one of these branches. Fruit culture is another. Then there is the greenhouse keeper, the grower of flowers, and the florist. Forestry may also be mentioned here.

The raising of animals is becoming a highly specialized business. Thus many people make a good living by conducting dairies, chiefly for the purpose of selling milk and cream. The raising of blooded horses is an interesting occupation. Some people specialize in raising hogs or sheep, while others devote themselves to poultry, especially chickens. Bee culture and the breeding of dogs and other pets are worth considering, if you are fond of this general type of work.

230. Would you like to operate machinery? — Many boys show a natural bent toward operating machines and engines. If your inclinations are in this direction, you may find happiness in operating a railway locomotive. Or you may be successful as a private chauffeur, a taxicab driver, or the operator of a motor bus or automobile truck.

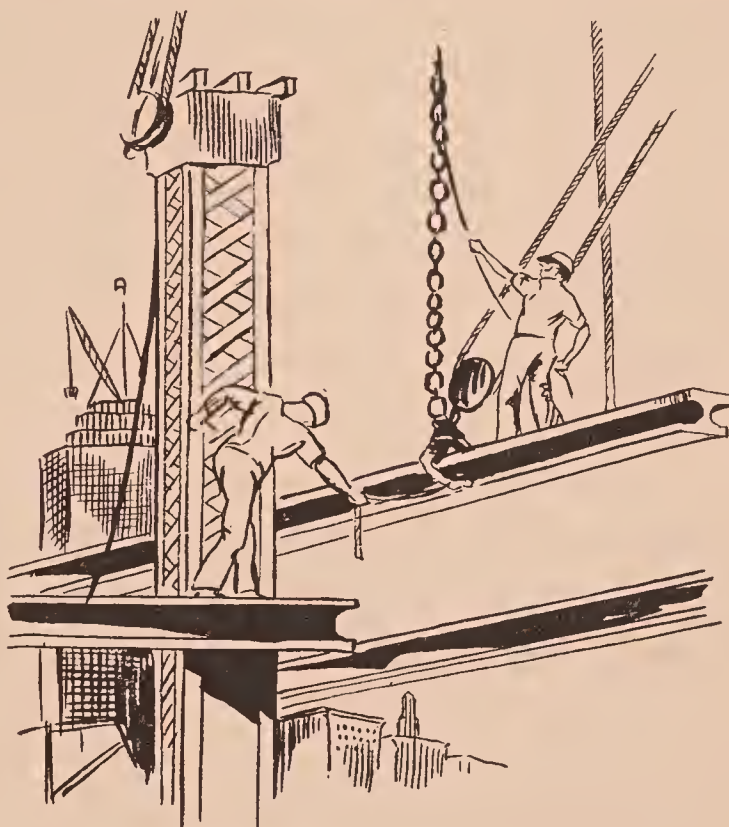
You might also investigate the work of the stationary

engineer. This specialist operates the steam engines which are used in factories and shops, and which are often used as the basis of the heating system in business blocks, schools, and other public buildings. The stationary engineer has charge of one or more boilers, and in addition he may supervise the heating system of the building in which he works.

As further examples of this type of work, notice the people who earn their living by operating cranes, derricks, hoisting engines, steam shovels, drawbridges, elevators, textile machinery, linotypes, and printing presses.

231. Do you enjoy making things? —

Many young people show a natural ability at making tables, chairs, radio sets, or various types of engines. If you have ability of this sort, you may do well to enter the building trades. For instance, you might become a



Does this sort of work interest you?

structural ironworker, a concrete worker, a carpenter, a mason, or a plasterer. Again, if you like to make things, you may be successful as a blacksmith, a tinsmith, a coppersmith, or a boiler-maker.

The machine shop offers various types of employment to boys who like to make things. Men are needed to operate its lathes, planers, shapers, and pressers, — all of which

devices are used in the making of tools. There is also a specialized workman called the patternmaker, who makes wooden models of tools and machine parts. These models are afterward used by the molder in making castings.

Finally, there are people who earn a good living by making instruments to be used by such specialists as surgeons, dentists, engineers, motorists, and aviators.

232. Can you repair things? — The majority of people who do repair work for a living began to show this ability very early in life. Have you ever shown any marked ability at repairing clocks, wagons, sleds, desks, or other broken articles? If so, you may be satisfied and successful as a mender of watches, or in keeping automobiles in repair. If these two branches of repair work do not appeal to you, you may find a place for your talents in the repair department of a large store, or factory, or mill.

The electrician often does repair work, as, for example, he may keep radios and electric light systems in order. Related to these tasks is the work of repairing switchboards and other parts of a telephone system. Many specialists also find employment in installing such equipment as telephone, telegraph, and electric light systems. The gas-fitter and the plumber are examples of workmen who not only install equipment but keep it in order.

233. Does transportation appeal to you? What about communication? — The field of transportation offers numerous chances to persons interested in this branch of work. Our railway systems require conductors, brakemen, and a host of assisting workmen. The express service attracts many of our boys, while our boats and ships, and street-car and auto bus systems employ additional thousands. The field of communication may be divided into several

branches. One of these is the United States mail service, offering work to thousands of postal clerks, mail-sorters, and other specialized workers. Telephone operators, telegraphers, and radio announcers are also to be classed under communication.

Then there is aviation, a field of service which is in a class by itself. Airplanes are rapidly approaching perfection, and as a consequence they are being used for more and more purposes. Every year increases the number of pilots who are engaged in handling airplanes, and of course this means an increase in the number of mechanics who clean and repair various airplane parts. Do not overlook the various phases of aviation in your search for a life work.

234. Are you good at figures? — A great many boys and girls are unusually skillful at preparing their school assignments in arithmetic. This may help to decide the matter of an occupation, for there are numerous callings in which the worker must be good at figures.

For instance, a bookkeeper is required to handle figures with rapidity and accuracy. The same is true of many thousands of clerks, not only in stores, but in offices, mills, factories, and shops.

If a clerk or bookkeeper proves his ability, he may work his way to a better position. Thus he may become a cashier, or an accountant, or an auditor. A railway clerk may become the head of a department, while a bank clerk may be promoted to the position of teller.

It is worth noting, however, that no clerk or bookkeeper can secure promotion, or even hold his job, if skill at figures is his *only* asset. Like all other workers, the person who is good at figures must also be industrious and reliable.

235. Would you be interested in keeping records? — You have no doubt observed that many people are by nature neat and methodical. Perhaps you yourself are inclined toward this kind of orderliness, both at home and in your school work. If you are, you may possibly find your place as a keeper of records.

There are plenty of jobs for people who enjoy handling records. Many large establishments employ filing clerks, for the purpose of sorting, classifying, and storing valuable papers. Stenographers are often called upon to help in this work. So are librarians, especially if they have any skill at cataloguing or compiling bibliographies. Finally, the government requires a host of people who can keep accurate records. A great many of these government clerks obtain their positions by means of civil service examinations, which is worth bearing in mind if you are inclined toward this type of work.

236. Are you efficient at planning? — Modern life is getting to be a very complicated affair, therefore there is a growing demand for men and women who are efficient at planning how difficult things shall be accomplished.

For instance, many large concerns employ designers who plan the form which their employer's product shall take. New fashions in shoes, hats, radios, or automobiles are affected by the work of the designer of these articles. Likewise, many industrial plants employ draftsmen to plan the tools and machines which the concern needs. The buyer for a store is also a specialist in planning.

Rapid promotion is often the reward of people who can plan work efficiently. Thus a designer or a buyer may become a general manager. A draftsman may work into the position of architect. Likewise, other persons having

the ability to analyze and plan may succeed at some branch of engineering, for instance civil, mining, electrical, or sanitary engineering. City planning also offers a fascinating field for those who can qualify for this type of work.

237. Can you handle and organize people?—Have you ever shown any marked ability at getting along with people?

Are you skillful at smoothing out differences on the playground? Have you had any success in persuading the members of your school

club to look at things from your standpoint? If so, the right job for you may consist in handling or organizing people.

A secretary often has an opportunity to do this type of work, not only in carrying out the orders of her employer, but in quietly removing obstacles from his path. A foreman must be able to manage the workmen under him. Likewise, the head of a department should be skillful at handling the people with whom he works. The same is true of a building contractor, an insurance adjuster, and a physical director. If you investigate personnel management, you will find that this work also requires the ability to handle people with tact and skill.



He is explaining how he can save his employers many thousands of dollars a year. This kind of planning brings rich rewards.

238. What about salesmanship? — Have you the ability and desire to earn your living by selling things? If so, you will find that the stores in your community offer many excellent opportunities along this line. Department stores, specialty shops, hardware establishments, drug stores, — all of these places require salespeople of ability.

In addition, salesmanship offers an opportunity to work out-of-doors. The commercial traveler, or “drummer,” goes about from one community to another, seeking customers for the products which he represents. The man or woman who sells insurance also travels about a good deal. Likewise, the dealer in real estate spends a good share of his time moving about in search of people who may be persuaded to buy what he has to sell.

239. Have you ever thought of publicity work? — The number of persons engaged in publicity work is increasing every year. Does any branch of this work appeal to you? Have you ever done any work for your school magazine? What about the newspaper business? Every large newspaper requires young men and young women in its various departments; as, for example, to help with its advertising or circulation problems. Or your local newspaper may give you a chance to prove your ability as a reporter.

Have you ever examined the possibilities of advertising? It is an interesting, and often a profitable business.

Many people earn their living by lecturing on behalf of this or that public movement. Radio broadcasting is employing more and more lecturers and speakers. The professional politician may likewise be classed as a specialist who earns his living in publicity work. Finally, there are people who make a business of promoting fairs, pageants, carnivals, and expositions.

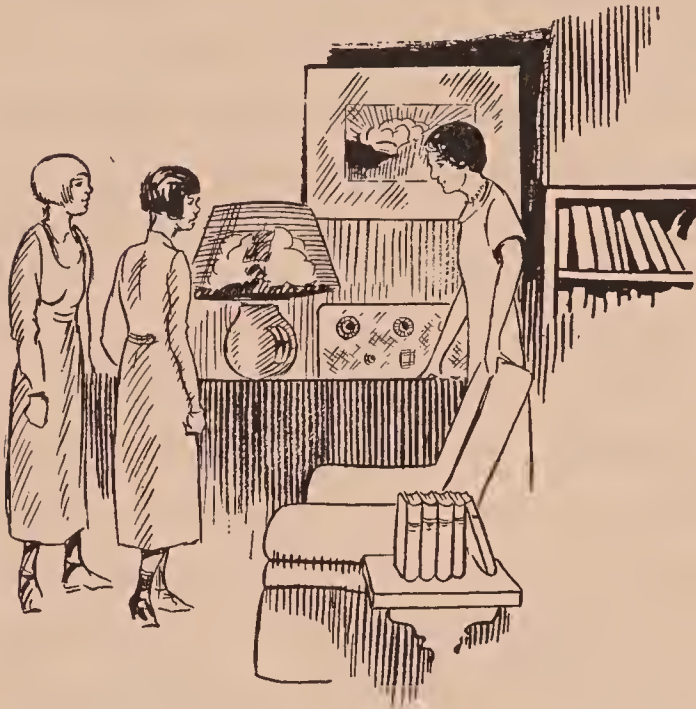
240. Does science attract you? — Are you especially interested in the science work which you have taken in school? If so, you should consider the prospect of earning your living at some form of scientific work.

Every large museum employs competent scientists to care for its various departments. Mining requires persons who understand geology. A dye-works has need of chemists, and so has a textile mill. Steel plants, glass factories, and paint-making establishments need various types of scientific knowledge. Again, the government has need of almost every kind of science in order to carry on its work. To give but two examples, a botanist might find employment in the United States Department of Agriculture, while a physicist might obtain work in the Weather Bureau.

241. Could you be satisfied in health work? — This brings us to health work as a means of earning a living. Have you ever considered the different branches of medicine? Why do we say "different branches"? Because the division of labor is rapidly turning the profession of medicine into a series of specialized callings. Of course the general practitioner is still in existence, but he is being outnumbered by such newcomers as the surgeon, the expert on bone growth, the oculist, the ear and nose specialist, and the authority on X-ray work.

The field of nursing is closely connected with the various branches of medicine. In many communities there are nurses who specialize in public health. Some nurses devote their time to the health needs of school children. Clinics and dispensaries also employ a large number of people. Health inspectors and experts on sanitation should be mentioned here. Finally, the physical director and the specialist in diet must not be forgotten.

242. Does helping people appeal to you? — We come now to a series of occupations which specialize in some form of aid to other people. The agents of charitable organizations are in this class. Settlement-house workers and playground supervisors also earn their living by helping others. The same is true of clergymen, Y.M.C.A. and Y.W.C.A.



This welfare worker is introducing the two girls to the rest room which has been provided by their employer.

secretaries, and Red Cross workers.

A great many young men and young women are finding employment in welfare work in industry. For instance, large mills and factories now frequently employ persons to suggest and provide means of improving the health and spirits of their working people. Welfare workers may be called

upon to organize clubs, sports, and entertainments among the employees of particular factories.

243. Are you attracted by teaching? — The profession of teaching is directly concerned with helping others, and it is also of such importance as to be placed in a class by itself.

Do you think that you would like to teach? Certainly you ought to have rather definite ideas on this subject, because for years you have been closely associated with various phases of this work.

Teaching, like many other professions, is becoming highly specialized. In the lower grades, to be sure, a teacher is called upon to give instruction in any number of subjects. The higher in the grades we go, however, the more the teacher tends to be a specialist. Many high school teachers confine themselves to two subjects, or even to one. In colleges and universities the majority of instructors teach only one subject, such as some branch of American history, or Latin, or industrial development.

244. Are you capable of becoming a professional entertainer? — Still another series of occupations has to do with amusement and entertainment. Have you any special ability in this direction? If you have, would you care to earn your living by using this ability?

If professional entertaining appeals to you, it might be well for you to study the possibilities of the stage. Dramatic actors and comedians generally find a sale for their services, *provided, of course, that they possess genuine ability and are not merely imagining that they are clever.* Vaudeville circuits offer an opportunity to persons who can sing, play various musical instruments, perform difficult dance steps, or otherwise entertain the public. The concert stage also invites skillful pianists, violinists, or singers. The radio and the moving picture business might also be considered, but with great care, and only after you are firmly convinced that you are capable of winning success at this sort of work.

Notice that professional entertaining generally provides a very irregular income.

245. Have you any skill which might be called artistic? — We come now to a whole group of occupations which have nothing in common except an artistic use of manual skill. Cabinet makers may be said to belong to this class,

because they handle fine wood materials with great ability and taste. Related to cabinet making is the work of painting or ornamenting furniture. A window dresser may also show artistry in arranging displays of drugs, clothing, or other goods.

The milliner and the designer of costumes may be considered here. So may the interior decorator. Then there are a considerable number of people who earn a living by making toys, souvenirs, and various kinds of novelties. Again, we must mention the sign painter, and the people who illustrate catalogues, magazines, posters, and books. All of these people live by making use of their ability to put skill and artistry to a practical use.

246. Is your mind creative? — Finally let us notice the work of the creative artist. What is a creative artist? He is a person who has the gift of originating a work of art which is distinctive and decidedly worth while. It is sometimes thought that a creative artist is exclusively a painter, but in the sense in which we use it here the term refers to sculptors, writers, and musicians as well. The painting of a portrait, the modeling of a statue, the writing of a poem, and the composing of a sonata may all be thought of as creative art.

Creative art demands gifts of a very high order, and in addition it requires long years of hard work to develop these gifts. The training of a creative artist is often long and tedious and lonely, with no assurance of success at the end. Even when he is successful from the standpoint of the critics it may be that there is no popular demand for his work. His art may be a noble one, and he may love to work with it; nevertheless, he may be unable to earn a living at it, either for a family or for himself.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. What government bureau collects figures on the various occupations in the United States? How are these occupations classified by this bureau?
3. What are the advantages and disadvantages of going into business for yourself?
4. What is truck gardening? Are there any truck gardeners in your vicinity? Does it appear to you that they earn a good living?
5. What are the advantages and disadvantages of being a florist?
6. What is forestry? Explain its importance as an occupation.
7. What are the advantages and disadvantages of raising livestock for a living?
8. Is structural ironworking an important occupation in your community? Explain.
9. What is a lathe, and how is it used? Do lathe operators receive large or small wages?
10. Suppose that a boy wished to become a locomotive engineer. How would he go about realizing this ambition?
11. What is a linotype, and how is it operated? Would you like to be a linotype operator? Give your reasons.
12. What are the qualifications of a successful watch-maker?
13. Make a list of the occupations which are connected with the use of electricity.
14. What different types of specialist find employment with the street-car system in your community?
15. Name some of the specialists who are employed in your local post office, or in connection with the postal service in your community.
16. What are the duties of a cost accountant? What type of ability is required of this specialist?
17. What are the duties of an auditor? How would you go about becoming an auditor?
18. What is meant by civil service? Trace, briefly, the origin and development of the civil service in the United States.

19. Make a brief study of the different occupations which may be entered by means of civil service examinations.
20. What are the advantages of being a government employee? What are the disadvantages?
21. Discuss the extent to which the radio has opened up new occupations for young people.
22. How many types of engineering are there? State, briefly, the nature of each of these types.
23. Under what circumstances may a stenographer develop into a private secretary?
24. What abilities are required of a successful salesman?
25. Industrial chemistry is rapidly becoming an important occupation. What is meant by industrial chemistry?
26. Visit a large mill or factory in your community, and investigate the nature of welfare work in that establishment.
27. What are the qualifications of a teacher in the public schools in your community?
28. What are the disadvantages of being an actor or actress?
29. Why is it that sculptors or composers of music often refuse to take steps to make their productions popular?
30. Has your study of this chapter changed your ideas of what is the right job for you? Explain.

NOTE TO TEACHERS. This is a very important chapter, and may require much more time than other chapters. There is a fine opportunity at this point for an intensive study of local industries.

CHAPTER XVII

HOW TO CHOOSE WISELY AND WELL

247. Beware of drifting. — It is possible that the preceding chapter has filled you with doubt. There are so many different kinds of work that perhaps you think finding the *right* job is like hunting for a needle in a haystack. If it is going to be so difficult, why not forget the matter until you are out of school and actually ready to go to work? Why not let the future take care of itself?

This is one way of doing it, to be sure. The trouble is, however, that if you let the future take care of itself you will probably *drift* into a job. This job is likely to be unsuited to you, in which case it certainly cannot bring you much in the way of success and happiness.

Therefore, it will be much better if you insist upon choosing a job which is really suited to your abilities, temperament, and ambitions. You can find such a job, — provided, of course, that you observe certain important rules.

248. Know thyself. — One of these rules is that you must find out what you are, and what you are not. Study yourself. Find out what your physical self is capable of doing. Try it out at various kinds of work and observe how it responds to different types of strain. Study the powers and inclinations of your mind, and the peculiarities of your character and disposition. Learn to recognize your strong points and your weak points, your likes and your dislikes.

Does this appeal to you as being a difficult task? It need not be. Remember what the hands of the clock said to the pendulum. The pendulum fell to calculating the tremendous number of times it must swing back and forth, but when it complained to the hands of the clock the hands said, "But cheer up, you may take your work as it comes, one swing at a time." That applies to you also. Be content to study yourself a little at a time, and in this manner gradually learn what kind of work is suited to you.

249. Do not judge an occupation by the people who follow it. — It sometimes happens that a girl decides to take up teaching because she is fond of her instructors at school. Likewise, a boy may resolve to enter the army simply because he admires the appearance of a certain army officer. You may scorn engineering because you once knew an engineer who was a scoundrel. Or perhaps you avoid book-keeping because the bookkeepers you know are generally complaining of their work.

But you cannot judge an occupation in this manner. In every occupation that you investigate you will find all sorts of people, clever and dull, noble and mean, good and bad. Be careful, therefore, not to estimate a job by one or two of its followers. Judge an occupation on its own merits, and then consider it as it will probably be when it is combined with *your* disposition, character, and abilities.

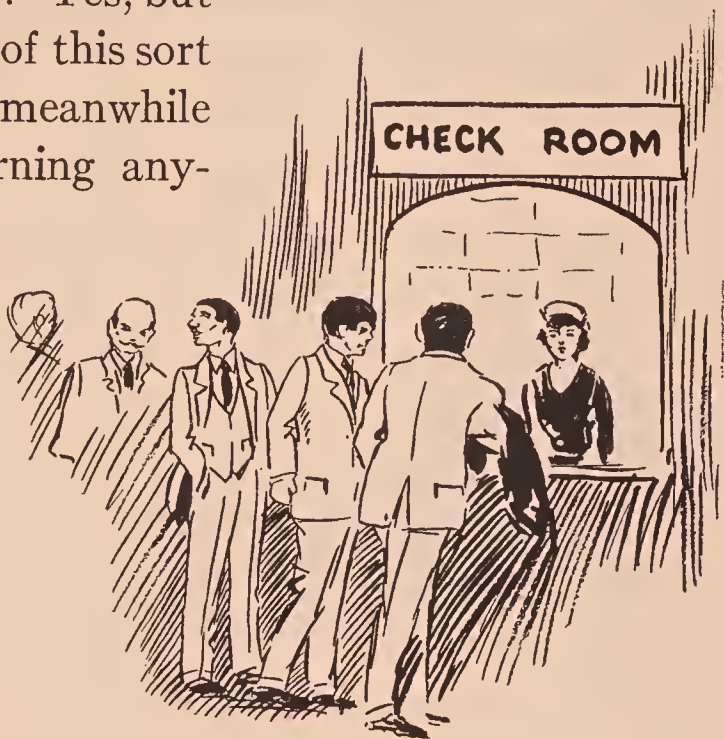
250. Keep away from the blind alley. — A blind alley is an alley which has an entrance but no outlet, so that you go into it only to find your progress blocked.

The term "blind alley" is applied to jobs which offer no opportunity for advancement. Selling newspapers is a blind alley job, because it does not train a boy to do anything but sell papers. The bootblack and most messenger boys

are in blind alley work. The same is true of girls who dip candy, or paste labels on boxes, or make paper flowers.

Children often leave school to enter a blind-alley job. Have you ever envied boys and girls who do this? As a matter of fact you ought to feel sorry for them. Why? Is it not true that a blind-alley job will put them to earning money very early in life? Yes, but the wages paid by jobs of this sort tend to *remain* low, and meanwhile the worker is not learning anything worth while. A blind-alley job never enabled any one to work up to a position which satisfies normal ambition.

If you are wise, therefore, you will avoid the blind-alley job as you would the plague.



Is this girl in a blind-alley job?

251. Use caution in considering a spectacular job. — It is very common for young people to wish to enter occupations which impress them as being romantic or dramatic or grand. Thus girls often long to be actresses, while boys dream of amazing the world as daring aviators.

Ambitions of this sort may be worthy of consideration, but in most cases they probably are not. At any rate, you should be very cautious about indulging your romantic feelings. Remember that most people have these desires when they are young — and outgrow them with the passing years. Moreover, you should realize that spectacular jobs

often sail under false colors. You see them in a romantic light, whereas they all require years of drudgery of the men and women who follow them. Before you set out to be an actor or fiction writer or a transatlantic flyer, therefore, be sure that you are not being deceived by the gay colors in which your imagination has painted jobs of this sort.

252. You must understand all that a job involves. — In other words, get acquainted with a job which interests you. Look at it from different angles. Examine the demands which it will make upon you. Weigh its advantages against its disadvantages. Do not be misled by false glamour or one-sided reports.

For example, give serious thought to the wonderful possibilities of aviation, but do not overlook the drawbacks of this type of work. If you hear of a lawyer who has just received a fee of \$100,000, find out how common such fees are before you decide to take up law. In case you are filled with admiration by the sight of a nurse's uniform, investigate the everyday duties of a nurse.

This procedure is necessary if you are to choose wisely and well.

253. Make sure that you really like the job. — It is hard to know just how long our liking for a particular kind of work is going to last. When we are very young it may be that we are firmly convinced that we wish to be coal shovelers, or lion-tamers! By the time we reach high school these childish ambitions have disappeared, and others have taken their place.

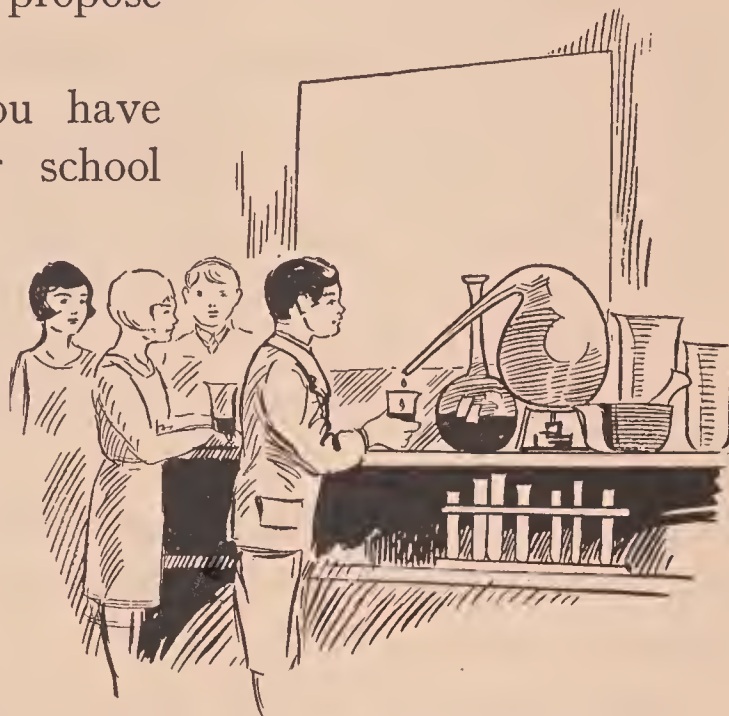
How do we know that these new ambitions are going to last?

We do not know, and this is why you must thoroughly test your liking for this or that job. Think over the list of your discarded ambitions, and try to discover if your

present desire is likely to pass away. Do not be ashamed of delaying your decision in this matter of choosing a job, but keep on studying yourself and the job, in order to make sure that your liking for it is genuine and long lasting.

254. Ask yourself if you have the necessary ability. — Again, you must make sure that you are qualified for the occupation which you propose to enter.

For example, if you have done poorly in your school arithmetic, you should realize that you would probably fail as an accountant or auditor. If you are restless, perhaps office work would make you unhappy. If your marks in history have been only fair, think twice before you resolve to become a professor



Your marks in science work will give you some idea as to the wisdom of planning to become a chemist or biologist.

of history. In case you are athletic and fond of exercise you should feel justified in trying for a position as physical director. Or if your memory is good and you talk well and your mind is logical, do not be afraid that the profession of law is beyond your powers.

In short, use common sense and be honest with yourself.

255. The question of service *versus* money. — Young people are sometimes advised to choose the job which will enable them to perform the greatest service to the community, regardless of the money which that job pays.

This is unwise advice. All forms of lawful work are really service; furthermore, it would be very hard to say which occupations are the most important to the community.

As for money, this a tool whereby you will advance your education and maintain your health and efficiency. Therefore, if your job pays so little money that you are unable to live decently, you will be unable to take your place as a healthy, normal, and capable member of the community.

Do not be selfish about money; on the other hand, do not harm yourself and your family and your community by selecting a job which pays too little money.

256. Do not be afraid of an "overcrowded occupation." — Another bit of false advice declares that you should avoid every occupation in which there is already a great deal of competition.

One trouble with such advice is that this occupation may *not* be overcrowded by the time you are actually ready to enter it.

Again, you may escape severe competition by moving to another neighborhood or community. Thus there may be too many doctors in a city, but too few of them in the adjoining towns and country districts.

Finally, there is no good reason for being afraid of competition. If you have selected a job because it is suitable to your abilities and temperament, you are well equipped to win the rewards which this type of work has to offer. Wise people only smile at competition, and go on working and climbing ahead in their chosen occupation.

257. Opportunity is more common than ever before. — The boys and girls of to-day sometimes feel that the opportunity to win success is less than it used to be. Perhaps there seems to be nothing more to invent, and no more

great businesses to establish. So it may be that you have often said to yourself, rather mournfully, that there is no chance for a bright, willing young person nowadays.

Yet as a matter of fact, such well-informed persons as Thomas Edison, the inventor, declare that the opportunities for young people to-day are far greater than at any time in the past. The opportunities of to-day are *different* from the opportunities of former times, that is all. American life is changing and growing, and as it develops it offers our young people *new* fields to conquer. Therefore you must look about you for modern opportunities, not the opportunities of a bygone age.

258. A choice tends to be permanent. — Perhaps you will try several occupations before you find the right job for you. This may be necessary; nevertheless, you should never select a job unless you really feel that it is suited to you. Of course you can change if you decide you have chosen the wrong job, but the better way is to try to make sure in the beginning.

This may save you a great deal of time and energy, and it may also keep you from continuing at unsuitable work. For in many cases people keep on at work which they know is not suited to them. It is something like keeping your seat in a theater after you have become dissatisfied with the "show." You have spent money for your seat, and it is too much trouble to get up and go out, — and so you stay.

259. The final choice of a job may require years. — When we speak of choosing a life work we do not mean that this selection can be made in a day, or a week, or a month. On the contrary, it may be that you will have to study this question for a number of years before you are fully satisfied that you have found the right job for you.

Of course this does not mean that the choice of a job will require years of continuous study, to the exclusion of all other matters. It does mean, however, that as you go on with such activities as recreation and school work you ought to be on the outlook for anything which might help you find your proper work. Study yourself, and learn what you can about different occupations, so that when the time comes for a final choice you will be able to choose wisely and well. The prize is worth striving for, because as the philosopher Carlyle has well said, whoever has found his work is blessed.

260. Preparing for a job. — No wise motorist will start on a long trip with neither gas in his car nor money in his pocket. Likewise, no wise person will set out to enter an occupation without first knowing what he is going to do about the preparation which it requires.

For example, it would be ridiculous for a girl to plan to be a nurse, and then complain against the length of training which this profession requires. Likewise, it would be a waste of time and money for a boy to enter an engineering school, and then object that he could not afford to go on with his training.

This brings us to the question of special training, which we shall discuss in detail in the next chapter.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. Give an example to illustrate the difference between choosing a job and drifting into a job.
3. How many blind-alley jobs are to be found in your community?
4. What arguments might be advanced by boys or girls who wished to leave school to enter a blind-alley job? How would you reply to these arguments?

5. What is meant by the "child labor movement"? What occupations have been closed to young children by child labor laws?
6. What are the chief reasons why so many boys and girls leave high school before graduating?
7. What are some of the disadvantages of authorship as a profession?
8. Why is it that so many girls are eager to become actresses?
9. What are the qualifications for becoming an aviator? How many of these qualifications can you meet?
10. Discuss the advantages and disadvantages of politics as a career.
11. Is it wrong for parents to decide what occupation their son or daughter shall enter? Explain your view.
12. Show that conceit and vanity may result in a person's choosing an occupation which is totally unsuited to him.
13. Illustrate the statement that "competition in an occupation may be a sign that this occupation has rich rewards to distribute."
14. Give three examples of the fact that the opportunities of to-day are of a different type from what they were fifty years ago.
15. Name three occupations which require many years of preparation before they begin to yield an income.
16. In what different ways can you gather information on various occupations?
17. Edison, the inventor, was once asked if he had any advice for young people. He said that he had no such advice, because "youth does not take advice." Do you believe this? Give your reasons.

CHAPTER XVIII

THE QUESTION OF SPECIAL TRAINING

261. In the days of general ability. — One of the most astonishing things about American life is that many of our “captains of industry” began their careers under the most humble circumstances. A great many of them had no special training for any occupation whatsoever. Moreover, they had very little money, and often they had no friends to help them get a start in life.

They made a start for themselves, by making use of that energy and native intelligence which we call “general ability.” Sometimes this start in life consisted of sweeping out a railroad office, or running errands, or clerking in a warehouse, — for the low wage of a dollar or two a week. Yet this did not keep them from advancing. Industry was young and businesses were so small that general ability was precisely what was needed. The young business people of that day worked and watched, learning and advancing steadily, until in time they were rich and successful.

262. How our life has changed since then. — American industry has changed in four distinct ways since the early days which we have been describing.

First of all, *industry has grown tremendously.*

In the second place, *business has become complicated.* Shoe manufacture, for example, is no longer carried on by a cobbler working by hand. Instead, shoes are made in huge factories in which there are numerous departments and processes and busy machines.

Third, *the work of the world has become highly specialized*. This is because of the division of labor, as we saw in an earlier chapter.

Fourth, *much of our work has become technical*. The electrician and the chemist illustrate this development.

263. General ability is no longer wanted. — As the result of all these changes, the old-fashioned type of *general* ability is less and less in demand, while *special ability is more and more in demand*. The modern employer will require you to be honest, intelligent, and willing to work, but he will also demand of you some special training, experience, or skill. If you cannot meet this demand your chances of finding desirable work are small.



The boy looks distressed, because he has only *general* ability and this factory wants persons of *special* ability.

Thus when Edison said that opportunity is greater to-day than ever before he meant *opportunity for those who have some special training or skill*. The opportunity of the untrained boy or girl is generally the opportunity to remain at the bottom of the ladder. General ability will no longer enable you to rise rapidly to a high position — modern industry is too complicated, too specialized, and too technical for that.

264. Special training is becoming a necessity. — The point is that if the boys and girls of to-day wish to succeed they must secure special training. You must fit in with the division of labor by becoming a specialist of one sort or another. If your chosen field is technical, as, for example, electricity or chemistry, you must provide yourself with technical knowledge and skill.

The need for special training is seen not only in manufacturing, commerce, and the trades, but also in the learned professions. Abraham Lincoln became a lawyer by reading law cases and observing court practice, but this method would hardly prepare a twentieth-century youth to take the bar examination. The modern lawyer requires skillful and long-continued training if he is to succeed. The same is true of the modern dentist, clergyman, or teacher.

265. All this means that you have a problem to solve. — The preceding section has a direct bearing upon your future. You are young, and as yet you have no particular training for any one important occupation. Every important occupation demands special skill or training of those who wish to enter it and succeed there. The road to your future success is therefore blocked, and it will *remain* blocked until you have found some way of securing the training which is demanded in the occupation you desire to follow.

You should lose no time in grappling with this question of special training. It must be faced. You cannot expect it to disappear if you ignore it, and you cannot expect it to settle itself. Nor can you expect your parents or teachers to solve this problem. They will help you, of course, but it is *you* who must lead the attack against the obstacle which lies in your path.

Resolve, then, that *you are going to get the special training which you need.*

266. Poverty need not keep you from getting this training. — It may be that your parents are poor, but do not despair on this account. Go on planning to complete your education. Remember that wealth often breeds idleness and other bad habits. Many successful men have testified to this truth. For example, Arthur Brisbane, the editor, has said that “millions of men succeed in spite of poverty, but few succeed in spite of wealth.” Likewise Mr. F. W. Woolworth, of five-and-ten-cent-store fame, declares that he “did not have to overcome any handicap of inherited wealth, which usually takes all ambition out of a young man.” Other successful men say the same thing.



Whoever wants us to try a short cut to success is tempting us off the highway and into a swamp.

Poverty may oblige you to plan carefully and work hard, but it need not keep you from securing the special training that you require. Health, energy, and good character are more important than money.

267. Beware of the short cut to success. — Let us notice, before we go any further, that there are people who claim to know of various short cuts to success. These persons advertise in popular magazines, offering the “secret of success” for a small sum, or describing books or brief

“ courses ” which are declared to reveal the “ road to riches and fame.” Sometimes these people promise to show you how to increase your earnings from a few dollars a week to thousands of dollars a week !

Most of these claims are exaggerated, and many of them are absolutely untrue. You will do well to avoid the lures of these people. Their literature is full of false optimism. They prey upon the ignorance of youth, and take advantage of young people’s natural desire to succeed as quickly and economically as possible.

You will come nearer succeeding if you remember that there are no short cuts to success. The only road to success lies through ability, hard work, and patience.

268. The school is your greatest opportunity. — The school system of your community is without doubt your best means of securing the training you need. You may think that there is a gap between the school and the world beyond the school, but there is no such gap. What you do in school is closely related to what you will do after you leave school. If you form the habit of getting to school on time, you will probably be prompt at whatever life work you take up. Again, if you master arithmetic while you are in school, you will be just that much better qualified to hold a job which requires skill at figuring.

If you go to work before you finish high school, it is likely that you will become an unskilled laborer, either at a factory bench or at a clerk’s desk. On the other hand, the subjects taught in high school will enable you to qualify for jobs requiring skill and training. For example, a high school education will help you enter training for any of the learned professions. The same is true of the better positions in trade, commerce, or government service.

269. Stay in school as long as possible. — If you are wise, you will take every opportunity to use your school. Learn to speak and write correctly while you have the opportunity. Take courses which promise to help you to prepare for a suitable life work. Ask your teachers to advise you. Give them a chance to discover and draw out whatever special ability you possess. Bear in mind that the great aim of your school is to help you lead a successful, happy life after you are through with classroom and teacher and desk and laboratory.

In justice to yourself, therefore, stay in school as long as possible. You may be restless and impatient, and eager to get out into the world, but remember that the more education you get now the more you will accomplish when you go out to work.

Figures collected by the United States Government show that educated people earn so much more than uneducated persons that your future will pay you nine dollars for each day that you remain in school during the next few years.

270. Build upon a liberal foundation. — There is a tendency in some communities to look upon such studies as Latin and Ancient History as useless. Now and then we hear that subjects of this kind ought to be dropped, so that “practical” studies could be given more attention.

This is false reasoning. Such subjects as history and language supply a cultural background which will prove of the greatest importance to you. They increase your knowledge of human nature and human achievement. They enrich your personality and add to your attractiveness in delicate hidden ways. In short, all these cultural studies have the power to turn you into a liberal and intelligent person, all of which will help you to succeed in life. One

reason for the success of our leading doctors, lawyers, engineers, and architects is certainly the fact that their training was cultural as well as technical.

271. Take advantage of the occupational courses offered by your school. — In addition to offering cultural subjects, the modern school has developed a number of courses which are of direct and immediate value to boys and girls who must some day earn their own living. Thus the science course may be the means of helping you prepare to become a chemist, or a biologist, or an expert on sanitation. Probably your school offers a commercial course, in which case you have an opportunity to learn typewriting, shorthand, or bookkeeping. Practical agriculture is now taught in many schools. Music and art courses are also increasingly common. The same may be said of courses in sewing, cooking, and housekeeping.

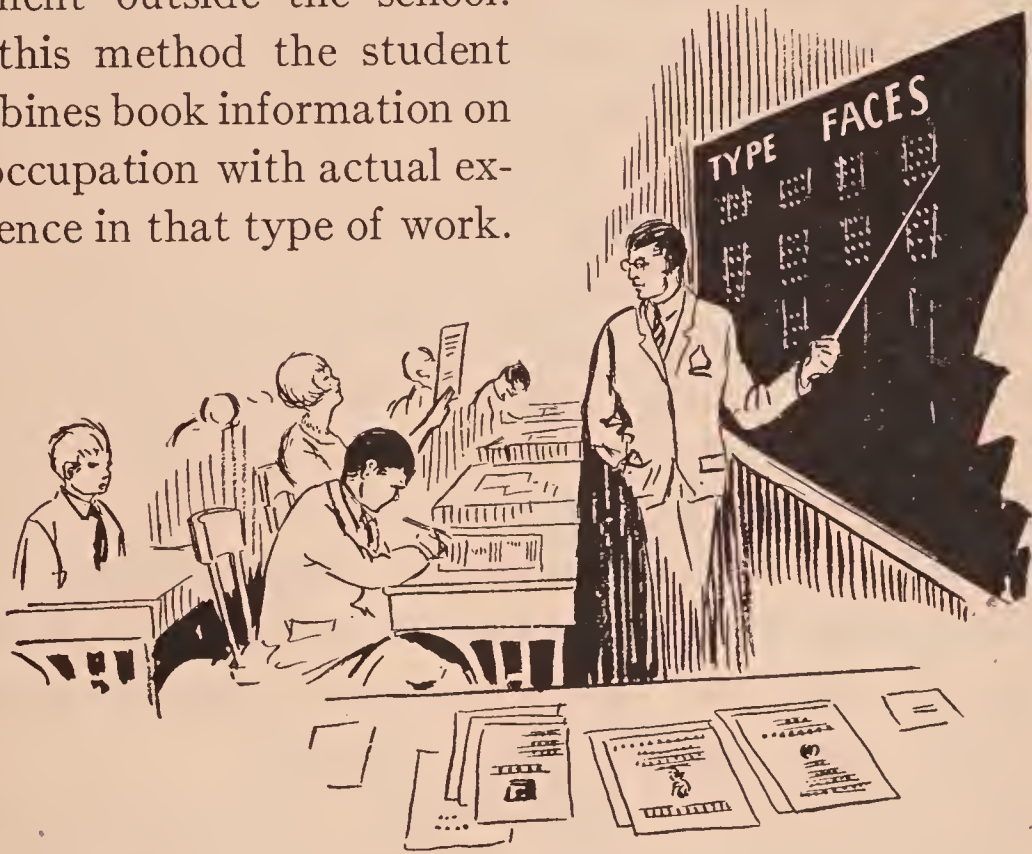
One or more of these courses may help you in your search for the right job, and it may also be that they will give you practical training for that job.

272. Occupational tryouts. — Many schools now offer tryout courses in various occupations. By "tryout" courses we mean courses which permit the student to test his ability and liking for different types of work. These courses go a step beyond the studies mentioned in the preceding section, the aim being deliberately to experiment with the student for the purpose of helping him toward his life work.

The nature and number of tryout courses varies from school to school. Very often they include woodworking and carpentry. Printing is a tryout course in many schools, as is designing or commercial illustrating. Salesmanship, banking practice, the electrical trades, automobile repairing,

and numerous other occupations may likewise be dealt with in tryout courses.

273. Part-time courses. — A part-time course may be defined as one in which the student spends part of his time in the schoolroom and part of it in some industrial establishment outside the school. By this method the student combines book information on an occupation with actual experience in that type of work.



A class in advertising.

The part-time course is a laboratory method, by which the student can apply what he is learning from his books.

The part-time course is being used to train boys and girls in salesmanship, merchandising, manufacturing, and similar occupations. For example, the school authorities may make arrangements whereby qualified students may alternate class work with work in a local store. The store pays these students for the work they do, and after their school education is completed the store may hire these students as full-time employees.

274. What you can do outside of school hours. — There is still another way in which you can combine school work and occupational training. This is by experimenting with different kinds of work outside of school hours.

If you are interested in printing, editing, or writing, it may well be that your school paper can be used to test your abilities in this direction. School dramatics may afford you a chance to see what you can do in the way of acting, or managing a stage. Likewise, you may measure your musical ability in connection with the work of the glee club or school orchestra or band.

You might also experiment by hiring out at various types of work during your spare time. If you think you might like architecture, try getting a job in an architect's office on Saturdays. If construction work appeals to you, perhaps you could find a chance to spend your vacation with a building gang or on an engineering project. In ways like these you might gain valuable experience and at the same time earn a considerable amount of money.

275. After you leave high school. — It would be a good idea for you to get as much schooling as possible after you leave high school.

What about going to college? A college training is helpful in every walk in life, while for the professions it is becoming an absolute necessity. You should give serious consideration to the question of going to college.

Aside from college, there are a number of ways in which you can continue your education after you leave high school. For example, there are evening schools, continuation schools, trade schools, company schools, and business schools. Each of these has something to offer in the form of special knowledge or skill.

276. Working on toward the right job for you. — To bring this chapter to a conclusion, we have been examining various types of special training. Some of these are offered you by the school, and some are open to you outside of school hours. In either case this studying and experimenting and testing has the power to help you on toward your life work, and in three distinct ways.

First of all, your investigations will make you familiar with various occupations.

Second, the knowledge thus gained will help you to discover what type of work you really like and are able to accomplish. Thus you can weigh one job against another, give further consideration to doubtful jobs, and finally eliminate occupations which are not suitable to you.

Third, your studies in the classroom and your working experience outside the school will supply you with knowledge and skill which will prove useful when at last you are settled in your life work.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. Make a brief report to the class upon the life and work of Andrew Carnegie.
3. Make a brief report to the class upon the life and work of Henry Ford.
4. Select, for study, the life and career of some one notable man in your community. Explain his achievements, and his ideals.
5. Discuss the statement that "genius is nothing but hard work."
6. Consult a copy of "Who's Who in America." What is this book? Can you find, listed in its pages, a single case of an *uneducated* person?
7. What occupations in your community illustrate the statement that "much of our work has become technical"?

8. Examine the "want ad" columns of your local newspaper, in order to discover the type of workers which is most in demand.
9. Illustrate the statement that "opportunity knocks not once but many times."
10. In what different ways can a boy earn a part or all of his expenses in college?
11. What are some of the ways in which a girl can earn a part or all of her expenses in college?
12. Collect a number of advertisements which promise a short cut to success. Bring these to class for discussion.
13. It has been said that "the modern school is a scientific substitute for what is called the University of Hard Knocks." What does this mean?
14. Make a list of the schools in your state which offer some kind of occupational training. Briefly describe the scope and work of each of these schools.
15. What preliminary education is required by the colleges in your state before a student may enter (a) the school of engineering, (b) the dental school, (c) the law course?
16. Just how much education do you plan to have? Explain.
17. What different kinds of work have you done outside of school hours? What has each of these kinds of work taught you?
18. What kind of work would you like to experiment with during the next summer vacation?

CHAPTER XIX

QUALITIES YOU WILL ALWAYS NEED

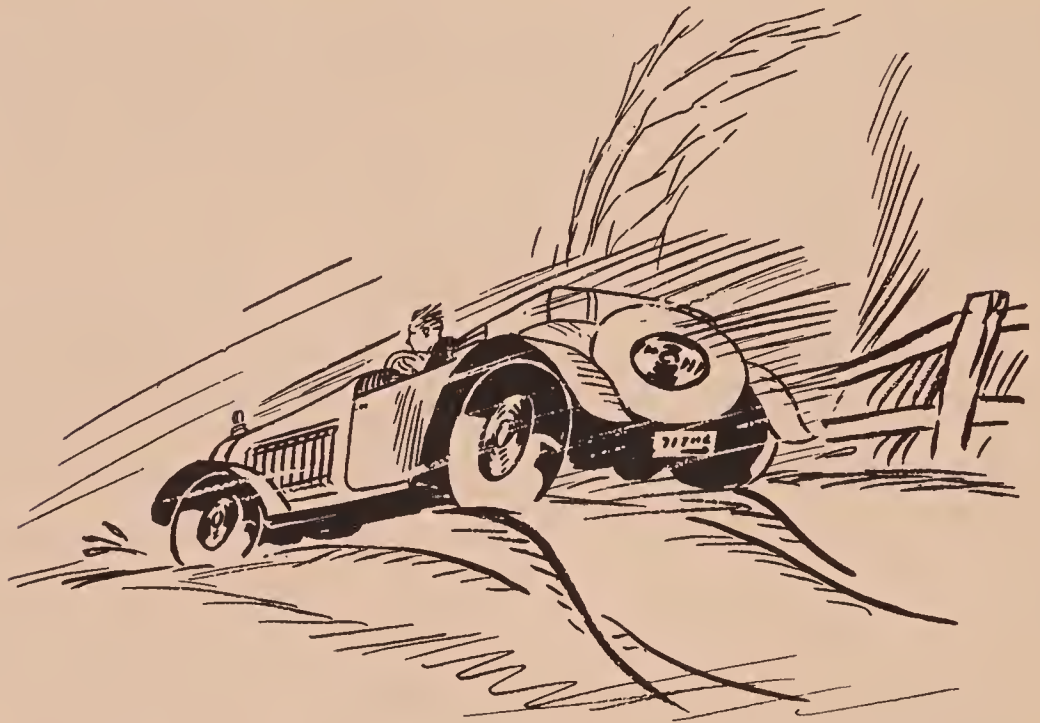
277. There is one thing which all jobs have in common. — As we saw in an earlier chapter, there are about ten thousand jobs from which you may choose your life work. These occupations vary from one another in numerous ways, and yet there is one thing which is common to all of them. This is the demand that you be *personally desirable*.

You will discover the truth of this statement when you leave school and go in search of a job. No matter what sort of a job it is, the people of whom you seek employment will want to know a good deal about your personal traits. And no matter how skillful or well trained you may be you will probably not get the position unless you possess certain important qualities. Even if you should manage to get the job, the chances are that you would not be able to hold it, or succeed at it, unless you can meet the tests which we are going to discuss in the remainder of this chapter.

278. No employer will want you unless you are **dependable**. — One of the important qualities which your job will demand of you is reliability. Remember what you have learned in this text concerning our dependence upon one another. Modern work is complex. It is divided up into numerous parts. If there is to be a satisfactory result, all of these parts must work together, just as the parts of a machine must work together. Every human worker is a cog in this complex organization.

When you go out to work, you become one of these cogs. You will be required to fit in with numerous other cogs. If you do not do your part, you will be as undesirable as an automobile which cannot get up a hill, or respond to the movements of the steering wheel, or otherwise do what is expected of it. In other words, you will be a nuisance, and as a result you will probably lose your job. Certainly you will not be promoted.

279. The importance of self-control. — No employer will consider you dependable unless you can control yourself.



It is just as important to be able to control *yourself*, as it is to control a speeding automobile.

If you have a violent temper, you are as dangerous as a boiler which is likely to explode. No one will want you around, and no one will feel that you are reliable.

You should therefore learn to control your temper. There will be no indulgent teachers or parents to excuse your fits of anger when you are earning your living. This is well worth remembering. Take pride in your knowledge

and skill, but do not make the mistake of thinking that these assets will persuade your employer to overlook an unruly temper.

Of course, it may be that you have already learned to control yourself under trying circumstances. If you have, the two preceding paragraphs should cause you to congratulate yourself most heartily.

280. What it means to be honest. — Many young people believe that honesty means simply to refrain from stealing money from others. However, the term is wider than this, for honesty means to be fair and upright in all ways.

You must be honest in order to succeed at your work.

For example, you will have to treat your job fairly, if you expect to get ahead. Do not deceive your employer, even in little things or in indirect ways. Never mind watching the clock, but do justice to your work.

In addition to your employer, there is a second person with whom your job requires you to be honest. This second person is *yourself*. Does this statement surprise you? It ought not to, because it is easy to understand that you cannot get ahead in your work if you neglect your health or abuse your strength. If you form bad habits, you are being unfair to yourself, for the simple reason that bad habits make it harder for you to do your work. See if you cannot treat yourself with honesty and justice in all things.

281. Why promptness is a virtue. — Promptness is a part of the larger virtue which we have called reliability. Modern business requires each individual to do his share in a complicated scheme of things, and this often makes it necessary for tasks to be done at a particular *time*. To give a single example, a locomotive engineer must perform

his tasks on time, otherwise he may wreck his train and cause untold damage.

It is the same in other occupations. Promptness is in universal demand. If you are going to succeed in life, you will have to learn to be on time. You will have to learn to appear at a stated time, and to do your work within a certain period, and to keep appointments at the hour which has been set.

So you can see that when your parents or your teachers demand promptness of you they are really helping you to form a valuable habit.

282. The call for accuracy. — Nothing is more annoying than an employee who is not accurate in his work. A bookkeeper who makes frequent errors not only inconveniences himself, but often makes trouble for his fellow-workers. Cashiers, accountants, record clerks, — such people as these are expected to be accurate, and if they are not it is likely that they will be asked to give place to persons who *are* accurate.

Nor is the call for accuracy confined to occupations in which there is a great deal of figuring and accounting. *All* jobs demand accuracy. The steam engineer must be accurate in handling his boiler, the surgeon in handling his instruments, the druggist in filling prescriptions. Accuracy is like promptness in that it is in universal demand. For this reason you will do well to get in the habit of doing careful work while you are still in school.

283. Initiative is an important quality. — By initiative is meant the ability to take the lead, particularly in originating and developing new ideas. Initiative is a valuable quality, and whoever possesses it is much more likely to succeed than would otherwise be the case. It is the people

who initiate improvements in automobiles, or office work, or salesmanship, who are rewarded by greater earnings.

A great deal can be done to cultivate initiative. You might try to think of new and better ways of accomplishing your work. Do not imagine an idea to be worthless simply because *you* originated it. Test it out. Give it a chance. Perhaps it may prove to be of value to your employer, in which case you may be in line for a reward of one kind or another. Study your surroundings, therefore, and make an effort to develop the valuable quality of initiative.

284. The value of good judgment. —

The term “good judgment” has a wide meaning. For one thing, it means commonsense. Good judgment is likewise the ability to weigh different matters and



You will never find wisdom like this. On the contrary, you will have to earn it, by steadily developing good judgment.

give each its proper value. People are said to possess good judgment if they are in the habit of rejecting worthless ideas and accepting important ideas. The man or woman who acts wisely in time of confusion or crisis may be said to be showing good judgment.

All this concerns you. While you are young your parents take the responsibility for your actions, but now you are fast approaching the time when you yourself will have to accept this responsibility. You will have to decide things for yourself, not only in your private life but in your work.

If you wish to succeed, you must do everything you can to acquire good judgment. Know what you are doing. Get information on disputed points. Try to foresee the effects of your decisions. Reflect well before you settle important questions.

285. Train yourself to be adaptable. — An adaptable person is one who can adjust himself to new conditions.

If you are ever employed in an office or mill or factory or store, you will find it necessary to fit in with the methods and ideals of your employer. You will have to take orders. Moreover, you may have to execute these orders in a certain definite manner, regardless of your personal views.

Are there any jobs in which it is unnecessary to be adaptable? No. Even the "independent" business man must adapt himself to the conditions of his work. He must fit in with the needs and wishes of his customers. Likewise he must adjust himself to the actions of his competitors. As for professional people, they all must adapt themselves, the lawyer to his clients, the clergyman to his congregation, the engineer to the people who work with him.

Where can you train yourself to be adaptable? In school. Learn to fit in with your teachers and your classmates and you will be preparing to get along with your job after you leave school.

286. Willingness is a valuable trait. — A grudging nature would retard your progress. If you act as though you hated your work, that fact will soon become apparent to your employer. Again, if you are fearful of doing more than your share, it will not be long before this will be marked down against you. Sullenness, a tendency to complain, and the habit of doing things half-heartedly, — all these things would help to ruin your chances in the world of work.

On the other hand, nothing will recommend you more quickly than a whole-hearted desire to do your work and do it well. A willing worker brightens every one around him and attracts the favorable attention of his employer. Again, he who is always ready to work will find that his tasks are easier on that account.

Do you perform your school tasks willingly? If you do, you are even now preparing to succeed at the occupation you will follow after you leave school.

287. It pays to be cheerful. — What is meant by being cheerful? Certainly we do not mean the practice of continually smiling, or indulging in inappropriate jokes, or declaring that “things couldn’t be better” when it is apparent that they could.

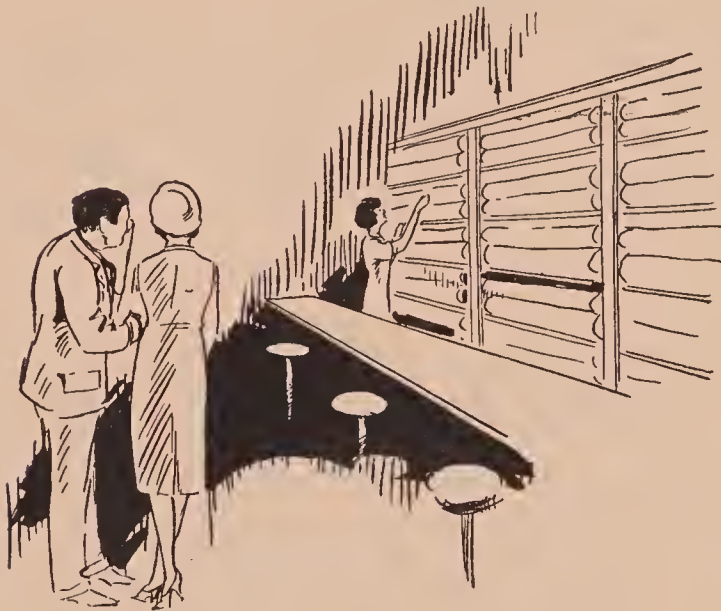
On the contrary, true cheerfulness consists of good spirits under restraint. You are being cheerful when your manner is bright and pleasant, and when you make a sensible use of a sincere smile. All this helps. Good spirits give us new energy. Beethoven, the great composer, said that the habit of optimism enabled him to compose some of his best music, even though he lost his hearing at an early age. People used to laugh at Robert Fulton, but he had courage and a sense of humor, and so he kept on working until he had made his steamboat a success.

288. Courtesy is a good investment. — Few investments are as safe as courtesy, for no sooner do you make an outlay in the form of politeness than you begin to get returns. If you invest in a kind act, you generally get a “thank you” in return, and if you make a *habit* of investing in politeness, you will find that all sorts of favor will begin to come your way. Employers respond to courtesy. So does the public.

Courtesy is something which every one should practice,

not only for the sake of others, but for his own sake. Rudeness keeps us from being attractive to other people. It sours our dispositions, and tends to make us fretful and cross. On the other hand, the practice of treating every one kindly will not only make our associates feel better, but it will improve our own spirits and efficiency.

289. Practice makes perfect. — It is possible that you are beginning to think this chapter is asking a great deal of



A woman customer is telling the manager how delightfully courteous she has found the clerk in the background.

you. You have been advised to become dependable, and to control yourself. In addition you are asked to be honest and prompt and accurate in your work, to develop initiative and judgment, and to be adaptable, willing, cheerful, and courteous. Surely this *is* asking a great deal.

But then you are not asked to achieve all this in a day, or a week, or a month, or even a year. Remember what the hands of the clock said to the pendulum. Remember, too, that you already have made progress in such matters as dependability and self-control. What this chapter is really suggesting is that you go on practicing these qualities, in order that you may improve your chances of a happy and successful life. Be content to progress slowly in this difficult but necessary task of making yourself personally desirable as a worker. Practice makes perfect.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. What is a letter of recommendation? What type of jobs do not require letters of recommendation? What kind of jobs do require them?
3. Draw upon your own observation for three examples of the fact that the specialist must be dependable.
4. People who indulge in liquor are generally unreliable. Why is this?
5. Give an illustration of the harmful effects of a bad temper.
6. Discuss the statement that "the employee who keeps watching the clock is unfair to himself."
7. What is the relation of smoking cigarettes to efficiency?
8. Can you remember any cases in which you made trouble for yourself and others by not being prompt? Explain.
9. What can be done to cultivate the habit of promptness? How does your school help you to be prompt?
10. In what different ways does school train you to be accurate?
11. In what way is experience necessary to the development of good judgment? Give an example.
12. Show that the following persons must be adaptable in order to succeed: an architect, a stenographer, a salesman, a house-keeper, a truck-driver, and a milliner.
13. To what extent is a person's unwillingness at his work a sign that he has not yet found the right job for him?
14. Can cheerfulness be acquired by a person who is "gloomy and pessimistic by nature"? Explain.
15. Find out what your local stores require of their salespeople by way of courtesy.
16. Are the street-car conductors in your community in the habit of being polite to the public? Explain.
17. Can you think of any qualities which are necessary to success, but which are not mentioned in this chapter?

CHAPTER XX

WHAT ABOUT PROMOTION IN YOUR WORK?

290. Does promotion depend upon luck? — The choice of a job is an important matter, and the same may be said of getting the special training which this job requires.



The boys in the street think this man's success is due to luck, but this is not necessarily true.

There is, however, still another problem which you must solve, — namely, the problem of advancing in your chosen work.

It may be that you believe success to depend chiefly or entirely upon luck. Perhaps you have known cases in which capable hard-working people have failed to be promoted, while less capable persons

have been rapidly advanced. It may be that you know of people who appear to have been born under a lucky star, because the good things of life seem to come to them without effort or merit on their part. All such cases as these may tempt you to believe that advancement depends upon luck, rather than upon merit.

291. The truth of this matter. — The fact is that success depends upon a number of things. It depends partly upon the occupation you are following, because some types of work offer greater chances for advancement than do others. In some cases promotion can be traced to a fortunate turn of events, although of course these “lucky chances” will not bring you promotion if you are incapable. Indeed, no permanent advancement can be yours unless you are worthy.

We may go a step further and say that what you *are* and what you *do* will influence your future success more than all other factors combined. If your job is really suited to your abilities and temperament, you are in a fair way to succeed. You will be helped to advance if you will cultivate the qualities which we discussed in the preceding chapter. In addition, there are certain other ways in which you can prepare yourself for promotion, as we may now notice in detail.

292. Keep your health. — One thing is certain, and that is that you will not get very far in this world unless you keep your health. Your bodily and mental powers are the tools you work with, and if these tools are blunted or broken you are just that much less efficient. Different jobs make different demands upon health, but there is no occupation which does not gain from the fact that its followers are sound in body and mind.

Therefore, be patient when you are told again and again that you ought to keep your health. This constant advice is necessary, because young people have such an abundance of health that they are apt to be careless of it. The point is, however, that you will not *continue* to have abundant health unless you take care of yourself while you are still

young. Keep fit. How is this to be done? By observing the health hints which we mentioned in Section 61 of this text. Look them up if you have forgotten them.

293. Do not resort to bluffing. — You have probably known people who go through life pretending to be more than they are. These people are insincere in their manner, vain of their abilities, and downright untruthful concerning their prospects. Sham and bluffing make up the stock-in-trade of persons of this sort.

Do not make the mistake of imitating these people. If you do, the world will see through your falseness as easily as you now see through the make-believe of a two-year-old child. Your employer will mistrust you and your fellow workers will ridicule you. Whatever you do, be sincere. See that you actually are what you claim you are. Avoid boasting. If you long to be looked upon as superior, stop talking about it, so that you can devote your thought and energy to improving yourself.

294. Guard your reputation. — Many a man has been ruined by a single questionable act. Perhaps he has broken the law, or made a scene in public, or become tangled in scandal. At any rate he gains a bad name. Little by little his good reputation ebbs away. Black spots appear on his record. He is undesirable as a workman, even though he may be skillful and industrious. His friends do not like to recommend him. He is never promoted, and is always in danger of losing his job.

The value of a good name was recently discussed by a well-known manufacturer. "I am what the world calls successful," said this man, "yet I once came near wrecking my career by running about with a disreputable friend. He was reckless and I was careless — or, rather, I was until

he lost his job and had to leave the city. Then I realized the value of a good name, and ever since then I have carefully guarded my reputation. I treasure it far more than I do my millions."

295. All tasks are important, even small ones. — An employer once said of a young man whom he had just discharged, "He wants to begin at the top of the ladder and keep on going up." The employer, of course, knew that this was impossible. He knew from experience that young people must be satisfied to master the small job first, and only gradually work up to important positions.

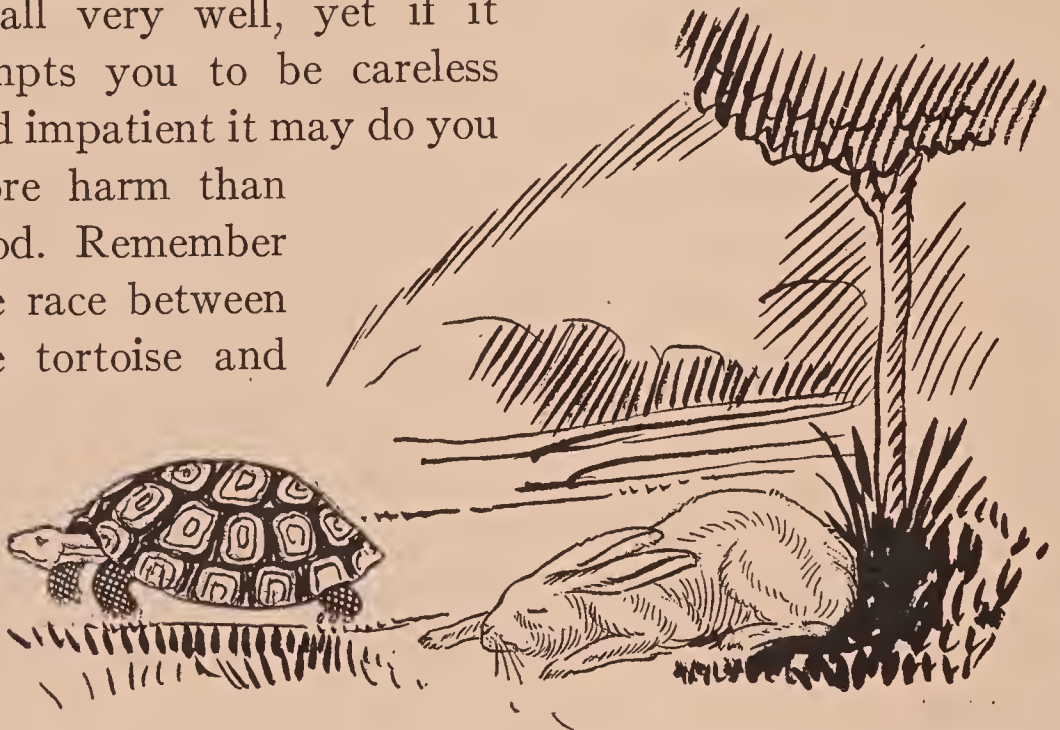
Do not make the mistake of scorning the "unimportant" task. It may be the first rung of the ladder of success. Andrew Carnegie used to empty waste baskets. Henry Ford used to kindle fires. John D. Rockefeller used to sweep out the office. These men were faithful in small things, and that is one reason why they succeeded. Pattern after them, and pattern after Hezekiah, who, in every work that he began, "did it with all his heart, and prospered." The small task is still as important as it was in Bible days.

296. Never give up studying. — Modern life is constantly changing and growing and developing. Every year sees new advances in medicine, law, teaching, engineering, and the other professions. Commerce, the trades, and manufacturing likewise make progress, and as they advance they demand improvement of their employees. As a consequence, it is the progressive worker who is promoted, while the unambitious plodder is allowed to stay in his rut.

Although you may look forward to leaving school, therefore, you should not look forward to giving up the habit

of study. Whatever your work may be, it will offer you success only if you are willing to keep up with the technical advances which are being made in it. If you want to advance, you will have to make a practice of reading books and magazines which will help you in your special calling. There is such a thing as being *ready* for promotion.

297. Persistence *versus* brilliance. — Rejoice if you learn easily, but do not be misled by this ability. Brilliance is all very well, yet if it tempts you to be careless and impatient it may do you more harm than good. Remember the race between the tortoise and



This hare is swifter than the tortoise, but it is worth noting that the tortoise is ahead!

the hare, and resolve not to underestimate the importance of slow careful work.

It may be that there is nothing romantic about persistence; nevertheless, it is a most valuable quality. Indeed, it is probable that more people succeed because of persistence than because of brilliance. Whether you learn easily or with difficulty, therefore, you will do well to cultivate endurance, patience, and the ability to go on with your work in spite of difficulties.

298. The meaning of thrift. — What is your idea of the meaning of thrift? Do you think of it as only the practice of saving money? If you do, you need to enlarge your view, for thrift concerns more than the handling of money.

Saving money is one example of thrift, but it is also possible to be thrifty in *spending* money. Thus when we buy only what we need we are practicing thrift. Furthermore, the more wisely we buy what is necessary the more thrifty we are.

The careful use of food, clothing, and other goods is another example of thrift. There is really no difference between being careful of money and being careful of the things we have received in exchange for our money.

Again, we are being thrifty when we conserve our strength and safeguard our health, for in both of these ways we are making it possible for us to thrive and grow prosperous.

299. How thrift can help you at your work. — Suppose that you wish to be a college professor, or an architect, or a lawyer. In order to realize your ambition you will need special training. This training is expensive, but if you are in the habit of being thrifty you are already some distance toward achieving your end. Thrift will enable you, not only to save money and clothes, but to make an economical use of your time and energy. All this will help you get the special education you need.

Children are sometimes ashamed of appearing economical, but you will find that mature people will respect and admire you for being thrifty. For instance, if you are thrifty, this will soon be apparent to your employer. He will see that you are careful of his tools, materials, and other property, and he will accordingly consider you a valuable helper.

Other things being equal, it is the thrifty boy or girl that is marked for promotion at an early opportunity.

300. Make a friend of habit. — We spoke of habit earlier in this text, but it deserves mention a second time — and many times beyond that, because habit offers a way of lightening all your cares. As you no doubt know from experience, your home tasks are easier once you have made a practice of doing them regularly. Likewise your lessons at

school are certainly less of a burden than they would be if you were not in the habit of studying.



Here is a stenographer who is dull and sleepy, because of a party the night before. She cannot do justice to her work, as her employer is beginning to realize.

When you go out to work you will discover that good habits are just as valuable as they have been at home and at school. Industry demands people who can work steadily. Employers

want young men and young women who have good habits, because no one can be dependable and thoroughly efficient *without* such habits.

301. The use of leisure time. — Again, your future success will depend, in some measure, upon the use you make of your leisure time.

Thus your advancement may be held back because you make a wrong use of the hours and days that you have free from work. If you idle away the evenings, and Saturday afternoons, and holidays, then of course you are doing

nothing to increase your efficiency in your work. If you use your leisure time to indulge in vice and other harmful activities, you are still further reducing your chances of advancing in your work.

On the other hand, a proper use of leisure time will do a great deal toward helping you on to success. Play and rest, by all means, but do not waste your time. Keep away from vice. Do at least a moderate amount of reading and studying, in order to keep up with the advances which are being made in your occupation. In short, make your leisure hours count for something toward your future.

302. Apply what you have learned about teamwork. — You will perhaps remember that training in teamwork is one of the great advantages of play. Basket-ball, baseball, and numerous other games teach you the necessity of coöperating with other people.

When you go out to work you will have a chance to show how well you have learned this lesson, because coöperation is as important in work as it is in play. Most modern businesses are large and complex. A great many persons may be employed by a single concern. All these people must work together, and if you become one of them you, too, must coöperate. You will have to make yourself agreeable, and do many things you dislike, and conceal your annoyance, and help along willingly with the work in hand. In other words, you will be obliged to work with the "team."

303. Finally, there is no substitute for hard work. — The celebrated naturalist, Henri Fabre, was once asked to explain the secret of his success. "Hard work," was his reply. His questioners were astonished, for it seemed to them impossible that any amount of work could build up such fame.

Yet why not? Hard work can accomplish wonders, — provided, of course, that it is also *intelligent*. Hard work of this kind has the power to overcome the handicap of physical weakness, and it can go a long way toward helping a commonplace mind to achieve brilliant results. The most difficult problems yield to hard work, the greatest obstacles dwindle before its attack. No better advice can be given a boy or girl than this: *Do not try to find a substitute for good old-fashioned hard work, because there is none.*

304. A brief review of what has gone before. — This chapter completes Part II of our text. We began by discussing the meaning of work, and then we surveyed the types of occupations from which you will probably choose your job. An entire chapter was devoted to the problem of making a wise choice of a life work. Another chapter was given to the question of special training. We outlined the qualities which you will always need, and then in this present chapter we studied the methods by which you may advance in your chosen field.

Now we are ready for the third and last division of our subject. This third section is entitled "Taking Your Place in the Community." You are an individual, but you are also a part of the community. You are interested in your own personal problems, but you must also be interested in the problems of your community. Why do we say "must"? This question we shall endeavor to answer in the next chapter.

Something for You to Do

1. Review Chapters XVI–XX and then prepare a brief answer to each of the following questions:
 - (a) What is the best method of choosing my life work?
 - (b) What is the best method of preparing for my life work?
 - (c) What is the best method of progressing in my life work?

2. Explain the statement that "the time to take care of your health is while you still have it."
3. What is the difference between character and reputation?
4. Is it possible to live down a bad record? Explain.
5. What are the advantages of reading the daily newspaper regularly?
6. In what different ways could you make use of your public library after you leave school and go to work?
7. How may the spirit of impatience keep you from succeeding in life?
8. Find out what the banks in your community do toward encouraging thrift.
9. What is meant by a budget? What is the value of a budget?
10. What is meant by "living beyond one's income"? What is the cause of this?
11. Illustrate the statement that "it does not take an employer long to discover whether his workmen have good habits or bad habits."
12. How do you spend your leisure time? Do you think you could spend it to greater advantage than at present?
13. Give an example of teamwork in an office.
14. How may envy interfere with a person's ability to take part in teamwork?
15. Is it necessary for an employee to put aside his ambitions if his job requires teamwork of him? Explain.
16. Interview one or more prominent persons in your community, as, for example, a well-known merchant or manufacturer, in order to ask them for their "secret of success."
17. Turn to the table of contents at the beginning of this text and examine the titles of Chapters XXI-XXV. Which of these titles interests you most? Why?

*PART III — TAKING YOUR PLACE IN THE
COMMUNITY*

A. THE WORLD IS CALLING YOU

CHAPTER XXI

THE TWO SIDES OF A COIN

305. We all talk a great deal about our rights. — We may begin this new division of our text by noticing that people generally have a good deal to say about their rights.

For example, a boy may say that he has a right to be noisy in the street, if he so desires. Sometimes a man will maintain that he has a right to let his dog run loose in the streets. Women often complain that their rights are ignored in the hurry and press of a bargain sale. Again, idlers who lounge about the streets may insist that the policeman has no right to order them to move on.

Talk of this sort brings up the important question of what our rights actually are and are not. Let us see about this.

306. Some rights are said to be “natural.” — History tells us that people were talking of their rights many ages ago. The discussion went on and on from one century to another, until at length the defenders of liberty developed what is known as the doctrine of natural rights. A doctrine, of course, is an important personal belief which is widely taught to other people.

According to the doctrine of natural rights, all human

beings possess certain rights which are natural. By natural we mean that these rights are given to people by God, at the time of their birth. These natural rights were declared to be inviolable, which means that they may not be taken away or weakened or otherwise injured. Finally, these rights were said to be inalienable, that is to say, they could not be given up by the persons possessing them.

307. This doctrine aided us in our struggle for independence. — The doctrine of natural rights was well known at the time that Europe was colonizing the newly-discovered land of America. Thus our forefathers knew of this doctrine, and when later they fell to disputing with Great Britain they insisted upon their natural rights. When the mother country refused to meet the demands of the colonists, the colonists drew up the famous Declaration of Independence. In this document the doctrine of natural rights is referred to in the following words :

“ We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness.”

308. What does this mean? — The preceding extract from the Declaration was intended to be clear; nevertheless, it has given rise to a great deal of dispute. Some people have interpreted the statement one way, and some another, each side insisting that *it* is right and others are wrong.

According to one of these interpretations the meaning of the above-mentioned extract is this: Every human being has a natural right to life, liberty, and the pursuit of happiness, and this right cannot be taken away, or weakened, or suspended *in any way*.

Why have we singled out this particular interpretation? Because it is dangerous to the community, and must therefore be examined and shown to be a wrong explanation of the extract which we have taken from the Declaration of Independence.

Let us explain this.

309. The right to life, liberty, and the pursuit of happiness. — In the first place, have we a right to *life*? Certainly we have, but then we must not abuse this right. The right to life is being abused when criminals deprive other persons of life, and this is why some of our states inflict the death penalty upon murderers.

What about the right to *liberty*? The answer is that we have a right to liberty, providing we do not abuse it. Just imagine an armed maniac declaring that he has a right to liberty! Or a drunken automobile driver, or a chronic thief! Common sense tells us that the right to liberty must be qualified in such cases as these.

Finally, there is the right to *happiness*. Most assuredly we have a right to search for what will make us happy, but this search must not interfere with the privileges of other people. Thus, if your idea of happiness is to play a cornet at three o'clock in the morning, your neighbors may object, and if the case goes to court, the magistrate will probably uphold them.

310. The point is that we cannot always do as we like. — It must be clear, from what has been said, that we cannot always do as we like. For example, no one member of a family can safely be permitted to suit himself in all matters. Nor can students at school be allowed to do as they please. The same is true when people use the street, or gather in public buildings, or work in offices or stores or mills. Think

of the noise, confusion, inefficiency, and serious trouble which would follow if we always acted precisely as we wanted to!

No, it is impossible. We do not live alone and separately, but in communities. It is absolutely necessary for us to get along with one another, and accordingly our actions must be restrained. If our rights conflict with the welfare of other people, there must be some way of settling the dispute, in order that we may continue to get along in an orderly way. In short, there must be some sort of an umpire to decide just how far our rights extend.

311. Who should be the umpire in cases of this kind? — People often settle their disputes among themselves, but suppose that one party refuses to come to an agreement? In such a case the dispute continues. If the dispute is between members of the same family, the father may decide matters; but a settlement is unlikely if the dispute is between members of *different* families. Likewise the school and the church may often arrange matters among their respective members, yet neither the school nor the church can do much about a dispute which involves *other* persons. What is needed, therefore, is an umpire with *authority over all the members of the community*.

This is why we have agreed to let our government settle the disputes which arise among us. The government is a safe umpire because it is really ourselves, acting through the officials we choose and maintain in office. Every member of the community is subject to the authority of the government, so that every one of us must expect to heed its decisions. Finally, the government is the proper umpire because it has the power to force unruly people to obey its commands.

312. How the government settles this problem of rights. — You will find, then, that our serious disputes are settled by some branch or department of our government. This does not mean that the government is constantly interfering in our affairs. On the contrary, the aim of the government is to leave us as free as possible, and to interfere only in cases of necessity. To give a single example, your community did not pass traffic regulations until after travel became so heavy that some sort of rules were necessary to keep order and settle disputes.

Furthermore, the government attempts to settle our disputes in such a way as to be fair to all parties concerned. Thus if you insist that you have a right to play a cornet at three o'clock in the morning, the judge or police officer who settles this matter will consider, not only *your* rights but the rights of the people who have objected to your playing. He will try to be fair to your neighbors as well as to you, because your neighbors are members of the community, just as you are, and hence they are entitled to just as much consideration as you are.

313. The two sides of a coin. — If you have mastered the preceding paragraph, you will easily see that your rights must be adjusted to the rights of other people. If you say you have a right to be noisy, your neighbor may say he has a right to enjoy quiet. If the matter comes to the police court, the judge may decide that this "right" of yours works a hardship upon your neighbor, so that it is your *duty* to be orderly.

For every right there is a corresponding duty. The two are inseparable. They are like the two sides of a coin. If you accept a coin you accept both of its sides; likewise, if you assume a right, you cannot avoid assuming the duty which

goes with it. By turning a coin you will be able to see its other side, and by slightly altering your view of life you will be able to see that the other side of "right" is "duty."

314. This brings us to the idea of a citizen. — A citizen may be defined as a member of a political community. Every citizen owes allegiance to his government, and in return is entitled to such privileges as the protection of his life, liberty, and property. Citizenship in this country is described by the Fourteenth Amendment to the Federal Constitution, as follows: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside."

This means that *you* are a citizen, because you were born within the limits of the United States. You are a member of the nation, and you are also a member of the state in which you live. Like all other citizens you have a *right* to protection, but in return it is your *duty* to be loyal to your government. Citizenship is another case of a coin with two sides.

315. You are moving toward a richer citizenship. — The preceding chapters of this text have described many ways in which you are now sharing in community life. As you grow older the rôle you play in community affairs will be even more important. Thus when you become of age you will begin to exert a vital influence upon such matters as law, politics, and government. You will be permitted to vote. Again, it may be that some day you will hold a political office, and in this way help to manage the affairs of the city, state, or nation.

All this means that the older you grow the more important your citizenship will become. Of course it is impor-

tant *now*, but the point is that until you are of age you are like a person who belongs to a club without as yet enjoying the highest degree of membership. Just as you can grow into full club membership, so you are going to grow into the riches of citizenship.

316. The duties of the citizen. — Surely you have not forgotten that the community has done a great deal for you. Your community has protected you, and it has trained you. You are in debt for all this, yet it is within your power to discharge this indebtedness. How? By fulfilling the duties of a citizen, and thereby making yourself an efficient and reliable member of the community.

The duties of citizenship make up the other side of a "coin." So far in this text we have emphasized your rights and privileges, now we are going to look at the "duty side" of your life. We must see what *you* must do for the *community*, by way of payment for what it has done for you and what it is going to continue to do for you.

One way in which you can repay the community is to obey its laws. This duty we shall discuss in detail in the next chapter.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. Debate the following question, "Resolved, that all human beings are created equal."
3. What is capital punishment? Is it practiced in your state? What about neighboring states?
4. Make a list of the various ways in which a person may abuse his right to liberty.
5. Give three examples of a wrong use of the right to pursue happiness.

6. What is the difference between a right and a privilege?
7. Illustrate the statement that "a government is a government in name only unless it has the power to *force* people to obey its decisions."
8. What is anarchy? Do you think we would be able to do as we pleased if we lived in a condition of anarchy? Explain.
9. Suppose that on a windy day a man wishes to build a fire on his own property for the purpose of burning rubbish. Have the neighbors a right to object? Give your reasons.
10. Just what is meant by "allegiance to our government"? Explain clearly.
11. In what three ways can you prove your allegiance to your government?
12. Are there any exceptions to the rule that all persons born in the United States are citizens thereof? Explain.
13. Explain carefully the process by which foreigners may be naturalized as citizens of the United States.
14. Debate the following question, "Resolved, that all aliens living in the United States ought to be obliged to become citizens or else return at once to their native land."
15. Do you think our naturalization laws are too strict? Do you think they are too lax? Explain.
16. To what extent do we still permit foreign people to come to this country to live?
17. Which of our governments — local, state, or national — controls immigration into this country? Why?

CHAPTER XXII

WHY WE MUST OBEY THE LAW

317. The meaning of law. — If you and your friends were to organize a club, it would not be long before the members of this organization made rules to help them get along together.

The same procedure was followed when your community was organized. A number of people wished to live together as friendly neighbors, and in order to do this they agreed to observe certain rules. These rules were put into written form, and were known as ordinances or laws.

As your community grew the number of these laws increased, for the simple reason that there were now more problems to be settled. Certain members of the community were selected to pass or enact laws for the control of the community as a whole, until in time there grew to be a mass of ordinances, regulations, and laws which were referred to simply as the "law."

318. Who decides what laws shall be adopted? — You may have forgotten, but in one of the early chapters of this text we said that our communities were of three general sizes. First, there is the local community, as, for example, the town or city or county in which you make your home. Then there is a larger community called the state, for instance, Texas, Maine, or Georgia, as the case may be. Finally, there is the United States of America, which includes all of the states of the Union.

Each of these communities has a government, and in every case certain of the agents of this government have what we call legislative powers. To have legislative powers means to be able to pass laws for the community. Thus you will find that certain of the public officials in your city or town have the right to pass rules for the regulation of the local community. In a similar way, your state government includes a legislature, which has the power to pass laws for the benefit of the people of the state. Finally, there is a national legislature, called Congress, which passes laws for the government of the nation as a whole.

319. You are subject to three sets of laws. — The preceding paragraph means that you live under three different sets of laws.

First of all, you are subject to the laws of your local community, as, for example, its health regulations, traffic ordinances, and fire laws.

In the second place, your local community is a part of the state in which it is physically located, and hence you are subject to the laws adopted by the state government. To give a single example, you must observe the compulsory school attendance law which is in force in your state.

Third, your state is a part of the Union, and therefore you are subject to the laws of the United States Government. For instance, you are expected to observe the federal law which forbids tampering with mail boxes.

320. Why all sensible people are willing to obey the law. — We are surrounded by laws of one kind or another; nevertheless, all sensible people obey these laws as a matter of course. There are two reasons for this.

One reason for obeying the law is that *we ourselves are really the power and authority behind it.* Our legislators are

simply our hired agents or representatives. They have no power except what the people choose to give them; therefore, the laws passed by these legislators really come from us. When we obey the law we are observing *our* law.

Another reason for obeying the law is that *obedience to law helps each one of us to lead a safe, happy, and efficient*



This sign ought to be enough to keep every one from trespassing on this property.

life. The purpose of law is to keep order, reduce accidents, protect us from crime, and otherwise help us. We benefit *ourselves* when we obey the law.

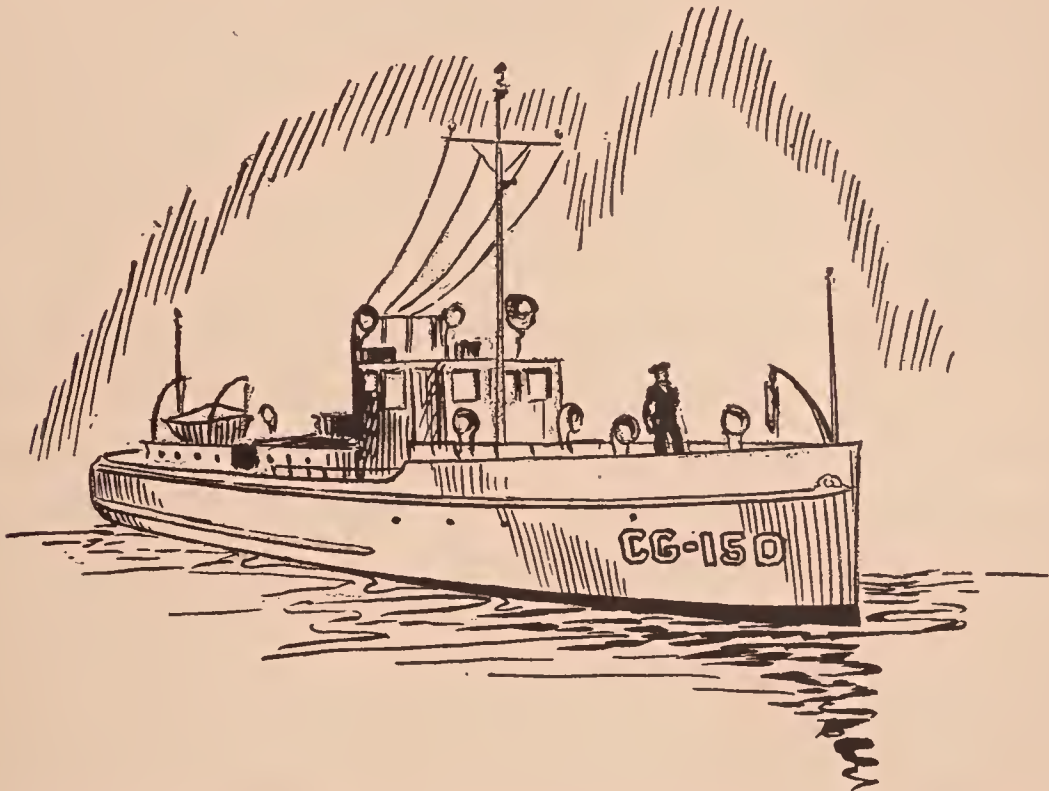
321. Yet the law is sometimes violated. — No matter how beneficial a rule may be, there are always a few people who ignore it, or violate it outright. This is

true of club rules, it is true of church regulations, and it is true of the laws of the community.

As a result we have such serious crimes as robbery and assault, as well as a host of minor offenses, such as selling liquor and disturbing the peace. Violations of traffic ordinances and the failure to observe the health regulations of the community are further examples of lawlessness.

How shall we explain these lawless acts? How shall we bring about a universal obedience to law? Here is a grave problem, into which we shall do well to inquire.

322. Lawlessness is sometimes due to lack of enforcing machinery. — Most people willingly observe a law as soon as it is passed and declared to be in effect. A few persons, however, will not obey it until they are *obliged* to do so. Thus a new law may require special officers for its enforcement, in which case a certain number of people will disobey it until the government provides those officers.



The United States Government uses vessels of this type to hunt down ships which are trying to smuggle liquor into this country.

Take, for example, our national prohibition law. This law declared the liquor business illegal, but for a long time the national government did not employ enough prohibition agents to see that the law was obeyed. You might think that our regular force of police officers could have enforced this law, yet this proved impossible, partly because these officers were already overburdened with work, and partly because they lacked the necessary authority. The con-

sequence was that many lawless people openly violated the prohibition law.

323. Corruption is another reason for lawlessness. — A certain amount of lawlessness is due to the fact that now and then government officials are dishonest. This is a shameful thing to say; nevertheless, it is true, as may be shown by taking the liquor traffic as a further example.

Our prohibition law made it harder to get whisky and other intoxicating liquors. The price of liquor rose. High profits were made by the people who manufactured and sold it. As a result these people were willing to pay large sums to escape arrest, and to escape imprisonment in case they *were* arrested.

324. This brings us to the underlying reason for lawlessness. — We have seen that some violations of the law are due to lack of enforcing machinery, while other cases of lawlessness may be traced to corruption. To go a little deeper into this problem, however, we may say that lawlessness is generally due to inability to meet the demands of civilization. This calls for a word of explanation.

Remember, first of all, that we enjoy the advantages of civilized life because we are able and willing to get along with one another. Law helps us discharge the duties of our complicated life. Whoever is unwilling or unable to live up to the law is thereby proving himself unready for life in a highly civilized community. A man who will not obey a law until he is *forced* to do so is like an untrained child who must be whipped before he will mind. A public official who helps a criminal cheat justice is like a savage who cannot resist stealing, even from the people who trust him and pay him to do what is right. The trouble with such people is that they are not yet *domesticated*.

325. We are in the process of being domesticated. — You may think it odd to refer to people as domesticated or not domesticated, but let us see about this. To domesticate means to tame, or to reclaim from a wild state. We have domesticated the horse, the cow, the hog, the sheep, as well as poultry and numerous species of plants.

But what is civilization if it is not a process whereby we are domesticating *ourselves*? The very meaning of the modern community is that men have been reclaimed from the wild untamed life of savagery. We have developed a civilization, and in order to enjoy it we have passed laws which aim to restrain our carelessness and our selfishness. People who are equal to the demands of civilized life obey the law, others do not.

The great remedy for lawlessness is to complete our own domestication. Furthermore, a first step toward this complete domestication is fully to realize the importance of obeying the law.

326. Do not make the mistake of being proud of lawless pranks. — It happens, now and then, that the law is broken by boys and girls. For example, young people may trespass on private property, or ignore a traffic regulation. This is sometimes done carelessly, without thinking. In other cases, however, the law is broken deliberately, partly because of sheer animal spirits, and partly because the young offenders think it is clever to do this sort of thing. Sometimes young people even boast of how they disobeyed a law, and did not get caught.

The fact of the matter is, however, that it is silly to boast of a lawless act. No sensible person will admire you for it; indeed, intelligent people will feel sorry for you. Why?

For the simple reason that whenever you break a law you prove yourself to be, not clever, but stupid.

327. Why this is true. — Lawless pranks are stupid because they endanger your happiness, your future, and your very life. This is not an exaggeration but a plain statement of fact, as is proved by the career of many a criminal.

Suppose, for example, that you violate a local ordinance without being seen. Immediately you begin to develop a wrong attitude toward the law. You may hold the police in contempt for not catching you. Later on you will perhaps violate other and more important laws. Little by little you lose your respect for the law. Your tendency to break the law grows and grows, until finally you commit a serious offense. This time you may *not* escape, in which case you face disgrace and punishment.

Is it clever to break the law, or is it stupid?

328. Seeing the forest. — If a person understands single isolated facts, but is unable to grasp their meaning when they are grouped together, we say that he “cannot see the forest for the trees.” This applies to our present problem, because single acts of lawlessness are “trees,” and lawlessness as a whole represents a “forest” which it is very important for you to see.

We may express this “forest” by saying that *lawlessness is a threat against the very existence of civilized life*. If one person disobeys a law, his example may encourage every one else to disobey it. In this case people in general are developing a contempt for authority, and when this happens the government itself is in danger of being scorned and ignored. If the government is ignored or defied, it is in danger of being destroyed, in which case all of the blessings of community

life are likewise threatened. Such may be the end of small beginnings in lawlessness.

329. Shall we obey an "unjust" law? — In concluding, let us consider the problem of the law which we consider unfair or unjust. Shall we obey such a law?

There are people who would say "no" to this question, on the grounds that our conscience requires us to resist injustice, even when injustice takes the form of law.

Yet there is very little wisdom in this answer. For one thing, it may be very difficult to tell whether an "unjust" law is *really* unfair, or whether we merely *think* it is. Our legislators generally have



When we heed the signals of a traffic officer we are helping to prove that we are equal to the demands of civilized life.

very good reasons for passing a law, as you will discover if you inquire into the origins of a particular statute. In most cases a so-called "unjust" law is actually just and fair. Moreover, if it did happen to be unjust, we should be setting ourselves and others a bad example by disobeying it, to say nothing of weakening the reputation of the government.

In short, we ought to obey even an unjust law. If we want relief from it, we can instruct our legislators to repeal it; meanwhile, we should protect the good name of our government by obeying the rules which it has made in our name.

Something for You to Do

1. Summarize the important points which have been brought out in this chapter. Use your own words, and be brief.
2. Name the officials who possess the power to make laws and regulations for the government of your local community. How do these officials secure their position?
3. Explain clearly the manner in which an ordinance or local law comes into existence in your community. (Perhaps you can gather information on this point by interviewing one or more of the officials who are responsible for this part of your local government.)
4. Make a summary of three important ordinances now in force in your community. What is the purpose of each of these ordinances?
5. Illustrate the statement that "service is the whole aim and purpose of law."
6. Are violations of the law always punished? Explain clearly.
7. What is meant by "backing up the police"?
8. There are people who declare that bootlegging is "not really a crime." What is your opinion of this statement?
9. What should you do if you learn that your neighbor is making and selling intoxicating liquor?
10. Why do we say that "ignorance of the law is no excuse"?
11. It sometimes happens that a person who breaks a city ordinance defends himself on the grounds that "this is a free country." What is the answer to this statement?
12. In what different ways does the national government endeavor to enforce the prohibition law?
13. Give three examples of a childish prank which may lead to serious trouble.
14. What is a juvenile court?
15. Is there a juvenile court in your community? If so, what are its methods and aims?
16. If it is true that legislators are our agents, how does it happen that these legislators sometimes pass laws which we do not like?
17. Suppose that your local authorities passed an ordinance which was considered unjust by practically all of the people of the community. How could this ordinance be repealed?

CHAPTER XXIII

SUPPORTING THE GOVERNMENT

330. The services of government. — Our government helps us in so many different ways that for the sake of brevity we shall have to speak of its services in *groups*, instead of singly. Thus we may say that the government protects our lives, guards our property, provides us with means of education, and makes it possible for us to transact business safely and efficiently. Again, the government reduces accidents, promotes health and recreation, and helps to make our surroundings attractive.

In short, the government serves us in all the important activities of life, and what is more, its services are increasing every year. This is especially true in such matters as health, recreation, and education.

331. Billions of dollars are spent for materials. — Our government spends billions of dollars for the materials which are to be used to serve us in various ways. Large sums are spent for the steel, wood, copper, and machinery which are needed in the construction of battleships. Cannons, airplanes, submarines, and similar instruments of defense require enormous amounts of money, to say nothing of the supplies which are necessary to feed and clothe our army and our navy.

All public buildings are erected and maintained at government expense, — for example, post offices, courthouses, prisons, capitols, and schools. Likewise the government

spends millions of dollars for fire-fighting apparatus, paving materials, public parks and playgrounds, and a host of similar items.

332. Huge sums are also spent for salaries. — The materials purchased by the government would be of no use to us unless they were directed toward our benefit by



Here is Uncle Sam acting as paymaster for a few of his numerous employees.

human hands and brains. Therefore we find that the government employs hundreds of thousands of people to carry on the work of serving us through the use of the materials it purchases. These people are paid, and although their individual salaries are generally modest the sum total of the amounts paid out in this way is enormous.

Our President is paid by the United States Government. So is the Vice President, as well as the members of Congress, and the numerous employees of other branches of the

national government. All of our state governors, legislators, judges, and administrative officials are paid by the state government. Likewise, a host of firemen, policemen, health officers, inspectors, and teachers are paid out of the funds of local government.

333. Where does all this money come from? — Many of our boys and girls never stop to think how it is that the government can afford to pay out billions of dollars for materials and salaries. They sometimes assume that the government is very rich, and is able to spend money as it likes.

This assumption is not correct. Our government was originated by ourselves. It has no power except what we permit it to have, and it has no source of income beyond what is provided for it by the people. It is very important that you remember this fact.

Of course, the government *must* have an income, otherwise it could not serve us as it does. Furthermore, this income must be enormous, because the services of the government are both numerous and costly. Fortunately, our government has various means of raising money, as we may now observe in detail.

334. The nature of a tax. — Most of the government's income is secured by means of taxation, or, to put the same idea into other words, it is secured by a system of levying taxes.

A tax may be defined as a sum of money which individuals are required to pay the government.

The government collects money in the form of taxes and then repays us in the form of service. For example, the people of your community pay a tax on their property, and the money thus raised is used as a general fund out of which

schools, paved streets, fire-fighting equipment and other necessities are provided.

335. We are taxed by three types of government. — We have seen that there are three types of government — local, state, and national. Each of these types has its own special methods of serving us, and hence each must tax us in order to secure the funds which it needs. The people of your



These people are applying for the blanks which must be filled out by those who pay an income tax.

local community combine to support the *local* government, by means of taxes. In a similar way, all of the taxpaying residents of your state combine to support the *state* government, while the people of the country as a whole combine to support the *national* government.

Each of the three types of government attempts to plan its expenses for the coming year, and then to arrange its tax program in such a way as to provide for these expenses. Let us notice the more important taxes which are now levied in the United States.

336. Incomes and inheritances are taxed by the national government. — To begin with federal taxes, the United States Government derives more money from its income tax than from any other levy. By an income tax we mean a tax which is levied directly upon income in the form of

wages, salaries, and profits. Incomes below a certain amount are exempt from the tax. Furthermore, only "net" income is taxed, which means that individuals may deduct business expenses, debts, and certain other items from their total income, in order to arrive at their taxable income. Finally, the income tax is "progressive," that is to say, the larger the income the more heavily it is taxed.

The national government also levies an inheritance tax. Thus when individuals inherit money or property from persons who have died, the heirs are obliged to pay a tax on their legacy. Small legacies are exempt, just as small incomes are exempt from the income tax. As in the cases of incomes, however, inheritances are taxed progressively, so that large legacies pay a heavier rate than smaller legacies.

337. The federal government also taxes imports. — Congress has the power to levy a tax upon foreign goods which are brought into this country for sale. This particular tax is called the *tariff*. Thus when we say that there is a tariff on French laces, we mean that laces made in France and sent to this country are examined when they reach our ports, and are not allowed to be brought in until they have paid a certain duty or tax. Many thousands of foreign articles are taxed in this way.

The tax on imported goods may be called an *indirect* tax. This means that although the man who imports foreign goods pays the tariff on them he shifts this burden to the people who later buy these goods. This shifting is done by means of raising the price of the goods. Thus the tax is really paid, not by the importer, but by the individuals who finally purchase the goods. These individual purchasers are therefore being taxed, even though in an *indirect*

manner. An income or inheritance tax is of course paid and borne by the individuals against whom it is levied, so that it may be called a *direct* tax.

338. Other federal taxes. — In addition to levies upon incomes, inheritances, and goods imported into the United States, the federal government has various other ways of raising money by taxation. Congress has the power to tax *corporations*. Again, there may be a federal tax on *automobiles*, as well as upon *tickets of admission to theaters* and similar places of amusements. There has long been a tax upon all forms of *tobacco*, including cigarettes and cigars. This tax is collected from tobacco manufacturers by government agents known as internal revenue officers.

The tax on tobacco is another illustration of indirect taxation, for although the tax is apparently borne by the manufacturer the amount of this tax is added to the price of the goods. Thus the tax is really borne by the consumers of tobacco. Taxes upon automobiles and theater tickets are also indirect, because such taxes are shifted to the customer.

339. State and local taxes. — Coming now to state and local taxation, we may notice a number of ways in which money may be raised. For example, some states have a *poll* or head tax, which is a small tax upon each adult member of the community. State governments may also tax *incomes* and *inheritances*, as well as *corporations* doing business within the state.

There are also *license* taxes, such as the charge made for keeping a dog or operating an automobile. Peddlers and pawnbrokers are required to pay a license fee before engaging in business.

Lastly, there is the *general property tax*. This tax is of such importance as to justify studying it somewhat in detail.

340. The nature of the general property tax. — The general property tax is intended to be a direct tax. Furthermore, it is supposed to be levied upon all property in the possession of the taxpayer. This property may be divided into two classes. First, there is real estate, consisting of land and buildings. Second, there is personal property, including furniture, tools, automobiles, livestock, jewelry, and other valuables.

The general property tax is a very old means of raising money, whereas income, inheritance, corporation, and license taxes are quite recent. It is interesting to note, however, that in spite of these newer taxes, the general property tax is still the chief reliance of our state and local governments. Indeed, it brings in more money than all of the other state and local taxes combined. In the following pages we shall therefore use the general property tax to illustrate several important problems in taxation.

341. Assessing the value of property. — To assess means to fix or determine, and accordingly the assessment of property means the process of determining its taxable value. This step is necessary before the general property tax can be levied, for it would be unfair to say how much each person should pay without first knowing the value of his property.

In every community there are a number of government officials known as assessors. These officials divide the community into districts, and then each assessor estimates the taxable value of the property in his district. This he does by going about from one place to another, talking with property owners, and marking down his estimate of the value of their possessions.

After all of the property in the community has been

examined by the assessors, the figures submitted by these officials are summed up. The total amount is then taken as the taxable value of the community's property.

342. The next step is to fix the rate. — The tax officials are now ready to proceed with their work. They have the sum total of the valuations which have been submitted by the assessors. Suppose that this sum total is \$10,000,000. This means that the assessors consider the taxable property in the community to have a value of \$10,000,000.

Meanwhile the tax authorities have calculated how much money they must raise by taxation. They have endeavored to estimate the expenses of the government for the coming year, taking account of such items as salaries, proposed improvements in public buildings, and better roads. We shall assume that they decide that \$200,000 must be raised by means of the general property tax.

The sum of \$200,000 must be raised, and there is property valued at \$10,000,000 to levy upon. Now we have simply a problem in arithmetic. We divide \$200,000 by \$10,000,000 and get 2 per cent for an answer. This 2 per cent is the *rate of taxation*, which means that the people of the community will be required to pay 2 per cent of the valuation which the assessors have placed upon their property. For example, a man would pay a tax of \$10 on jewelry assessed at \$500.

343. Helping to make taxes fair. — The general property tax is intended to be fair, yet it does not always work out this way. Even careful assessors make mistakes in estimating the value of property, and sometimes they deliberately favor their friends by undervaluing certain pieces of property. Property owners themselves may be dishonest, and hence conceal such forms of wealth as jewelry, money,

and stocks and bonds. The result of all this is inequality among the taxpayers of the community, some paying less than they should and others paying more than their share.

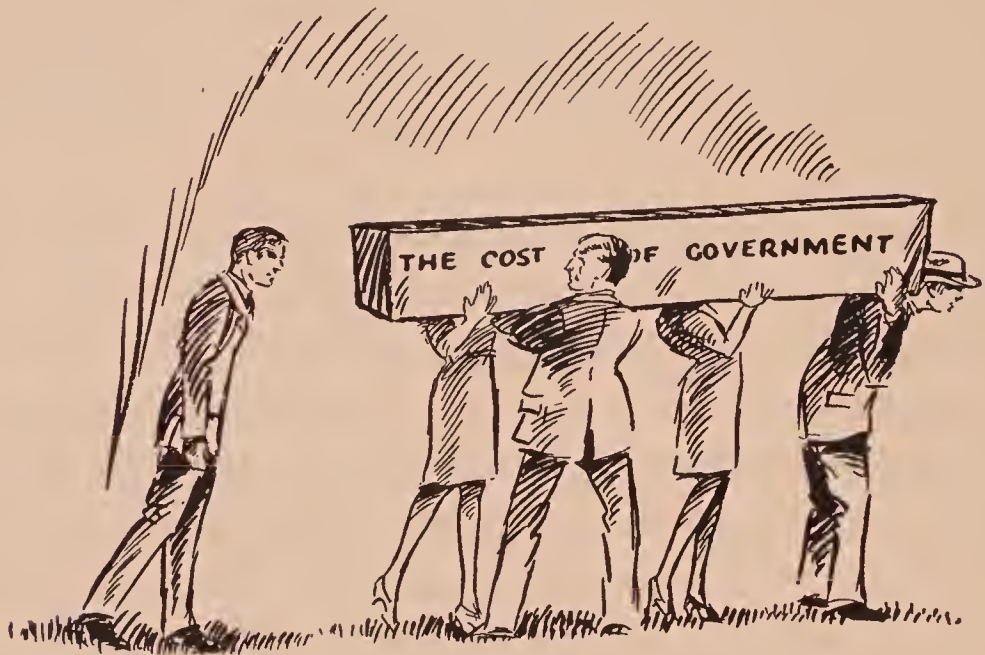
To remedy this evil we often have officials who act as a *board of equalization*. This means that these officials come together and consider the claims of people who maintain that they have been taxed unfairly. The board of equalization then decides whether or not part of such taxes shall be given back.

344. Taxes are often disliked. — A great many people consider the general property tax a nuisance; indeed, there are persons who object to paying taxes of any kind! They declare that taxes are a burden. Sometimes these people merely grumble when they pay their taxes, but in other cases they try to avoid paying their proper share. There are persons who attempt to influence the assessor to undervalue their property. If these persons have property which can be concealed, they often hide it and say nothing about it to the assessor. Again, there are people who will lie about their income, for the sake of reducing their income tax.

The strange thing about many of these "tax dodgers" is that they are often honest in everything but this matter of paying taxes. They would never steal from a neighbor, or defraud a business associate, yet they do not hesitate to rob the government by evading taxes!

345. The call for fair play. — The person who evades his share of the tax burden is cheating his government and he is corrupting his own character. Moreover, he is being unfair to his fellow citizens, because his failure to pay his share will cause the government to ask a larger share of those who will pay, in order that the total amount may be raised.

Common decency therefore demands that every individual pay his share of the burden of taxation. Taxes may be a burden but they are a *necessary* burden. We accept the services of government, and these services cost money. Accordingly we must all help pay for all the advantages



We have a contempt for the shirker, because he is willing for other people to bear his share of the common burden.

which the government makes possible, just as we must help pay the expenses of a banquet which we organize and attend and enjoy.

As you grow older and come into closer contact with the problem of taxation, be sure that your slogan is *Fair Play!*

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. The services of government are increasing every year. Why?
3. Make a brief study of the annual cost of our national defense.
4. What buildings in your community have been erected at public expense? Explain why each of these buildings is necessary.

5. Make a list of the people in your community who are employees of some branch of government.
6. What is the relation between taxation and budget-making?
7. To what extent do the tax officials of your state make use of the budget idea?
8. Find out just how the authorities of your local government determine how much is to be raised by taxation for the coming year.
9. Ask a person who pays a federal income tax to explain to you just how this is done.
10. What are the advantages of a tax on inheritances?
11. Our desire for revenue is one reason for taxing imports, but there is also another reason for the tariff. What is this second reason?
12. Debate the following question, "Resolved, that tax assessors ought to be chosen by means of civil service examinations, rather than being elected."
13. What becomes of the money which is paid to court officials in your community in the form of fines?
14. Obtain a tax list from the office of a local tax assessor and be prepared to discuss the items listed there.
15. What is the rate of taxation in your community? Has it increased or decreased within the last five years?
16. Describe the work of the board of equalization in your county or state.
17. In how many different ways may children pay taxes?
18. How does your treatment of school property affect the tax rate in your community?
19. Without examining the next chapter, give your idea of the relation between taxation and war.

CHAPTER XXIV

THE STRUGGLE TO PREVENT WAR

346. Our country has tried to keep apart from the rest of the world. — Until within recent years the foreign policy of the United States has been one of isolation. This does not mean that we have tried to avoid *all* relations with foreign countries, but it does mean that we did all we could to avoid everything that might possibly get us into trouble with other nations.

This policy of isolation was based upon the advice of George Washington, our first President. Washington disapproved of our entering into political relations with the people of Europe, and in his "Farewell Address" he advised us to steer clear of entangling alliances. Later on, President Monroe and other American statesmen gave their strong approval to the policy begun in Washington's time.

347. We had not counted on the power of science. — In the days of Washington and Monroe our country was actually isolated from most of the other countries of the world. It took a long time to travel from America to Europe, or even to communicate with the Old World. Yet all the while scientific improvement was preparing to break down this isolation.

Let us notice, briefly, the manner in which this has been done. For one thing, science has increased the speed of ships, so that we are now only a few days' travel from Europe. The telephone and telegraph have been improved

to such an extent that we can talk across the ocean almost as easily as we can talk to one another at home. The radio carries voices and even photographs from New York to London or Paris. Finally there is the marvelous airplane which spans the ocean in a few hours.

348. Isolation is no longer possible. — The result of all these improvements has been to draw us into close contact with many distant lands. To give only a single instance of this the city of Chicago is to-day in closer contact with Vienna than Boston was with New York in colonial times.



Colonel Charles A. Lindbergh showed us that the Atlantic is not so wide as we thought it was.

Large numbers of Americans travel abroad, and large numbers of foreigners are constantly visiting us. Important events in one part of the world are flashed around the globe. Commerce binds us to dozens of foreign lands.

Therefore it is no longer possible to isolate ourselves. We are like a homesteader who went out upon the lonely prairie and built himself a house and lived a solitary life; then other settlers appeared, and roads were built, and the postal service and the telephone came, whereupon the homesteader found himself a member of a community, unable to pretend that he lived by himself. That is the way it has been with America.

349. No nation liveth to itself. — You will recall that the slogan of this book is "None of us liveth to himself." You will likewise recall that individuals live in communi-

ties and are dependent upon one another. The members of a community *need* one another in order to live together safely and happily and efficiently.

Now the same argument applies to nations. Science has drawn us so close to the other nations of the globe that we have become neighbors with them. The world itself is being turned into a great community, in which the members are the various nations of the earth. Furthermore, this world community has its own peculiar problems, just as a city community has *its* problems.

We may go a step further, and say that *just as the members of a city community must be willing to help solve the problems of this local community, so the nations of the earth must coöperate in the effort to solve the problems of the world community to which they belong.*

350. War is the greatest of these problems. — The development of a world community has given rise to a number of problems. War is only one of these, but since it is by far the most important we shall devote the remainder of this chapter to its study.

It is impossible to exaggerate the evil of war. When war breaks out between nations they suspend friendly relations and devote all of their energies to injuring each other. All of the knowledge and skill of civilization is turned to the brutal and violent end of destruction. The submarine, the bombing airplane, poison gas, barbed wire entanglements, and dozens of other frightful devices are manufactured on a large scale and at tremendous cost. For what purpose? For the purpose of blowing human beings to pieces, tearing the life out of them, or drowning or suffocating them. Millions of men were killed in the World War and millions more were maimed for life. Such is war.

351. All wars tend to become world wars. — In former times the methods of warfare were so primitive that war was generally a local affair which affected only a small area and a few people. Nowadays, however, a war tends to involve the entire world, for the simple reason that science has made close neighbors of all the nations of the earth.

The World War proved this to the American people. The struggle began in Europe in the summer of 1914. At that time we were only an interested spectator, for we lived far across the ocean and in a different hemisphere. We saw more and more people drawn into the conflict, and still we told ourselves that all this had nothing to do with us. Then gradually the war began to reach out and touch us, until in spite of our efforts to keep back we were dragged into the struggle, as into a whirlpool. We went to war, and gave blood and flesh and tears to end a dispute with which we originally had nothing to do.



In the summer of 1914 the American people were only mildly interested to read of the assassination of an Austrian archduke, yet the death of this man was destined to lead to the World War.

352. The search for a method of preventing war. — War is the greatest of curses. It ruins the vanquished, and it inflicts such heavy losses upon the winners that we may say that it also ruins *them*. War threatens the existence of civilization itself. All thoughtful people realize this.

This is why thoughtful people have long been searching for some way of preventing war. Even in ancient times there were a few persons who demanded that war be outlawed, although nothing came of their efforts. The feeling against war grew and grew, and as nations became more and more enlightened they listened with more attention to suggestions for bringing about permanent peace. Finally came The Hague Conferences as a first real attack upon war and its horrors.

353. The Hague Conferences. — In 1899 the Czar of Russia invited the nations of the world to meet in conference at the capital city of Holland, known as The Hague. The purpose of this conference was to discuss three important questions: first, the reduction of armaments; second, the humanizing of warfare; and third, the settlement of international disputes by arbitration. Various nations accepted the Czar's invitation, and the resulting conference established an international organization called The Hague Tribunal. The purpose of this tribunal was to settle disputes arising among nations.

A few years later, President Roosevelt began to urge a second Hague Conference. A number of nations agreed to this proposal, and in 1907 a second conference was held. The Hague Tribunal continued to exist, and in the years which followed it succeeded in settling a number of grave disputes between nations.

354. The great weakness of The Hague Tribunal. — All authorities admit that The Hague Tribunal was an important step toward the prevention of war. On the other hand, it is also admitted that the Tribunal could never have *abolished* war. The reason for this is that the Tribunal had no power to *compel* disputing nations to appeal to

it for the settlement of their grievances. If the disputing countries *chose* to appeal to the Tribunal, then a peaceful settlement might result. In case they refused to appeal to this Tribunal, however, there was no way of obliging them to do so. This means that disputing nations might ignore the Tribunal and go to war, as was actually done in 1914.

355. The League of Nations. — In spite of the good work of The Hague Tribunal, therefore, there broke out in Europe in 1914 the terrible struggle known as the World War. As this war progressed it grew more and more horrible. At last war was seen to be a universal curse, and so while millions of men were still fighting, the minds of thoughtful people were busy with plans for permanent peace.

In January, 1917, President Wilson delivered an address to Congress, and upon this occasion he proposed a league of nations for the purpose of enforcing and maintaining peace. A few months later the United States was forced into the war, and again the President emphasized the need of a league of nations. Finally the war ended. Representatives of the warring nations met in Paris to draw up a treaty of peace. President Wilson was there to champion the cause of a league of nations, and when the treaty of peace was drawn up it contained provision for such a league.

356. Organization of the League of Nations. — The headquarters of this league are at Geneva, Switzerland. The League is composed of over fifty nations, leagued together for purposes of common interest. Each nation that is a member of the League has the privilege of sending delegates to a representative body known as the Assembly. Each member nation has one vote, and only one vote, although it may have three representatives. The Assembly meets in September of each year.

In addition to the Assembly there is a Council. This Council is the executive body of the League, and is composed of fourteen member nations, five permanent and nine elected from time to time by the Assembly. Each of these members has one vote, and in all important matters, the decisions of the Council must be unanimous. The Council meets at least once every three months.

There is also a Secretariat, which means the office of a secretary. This Secretariat is intended to be located permanently at Geneva, for the discharge of various duties. It keeps the records of the League, and publishes treaties and other documents. The Secretariat also performs a variety of clerical tasks.

Finally, there are committees appointed annually to study important problems, and to report on them to the Assembly of the League.

357. Chief aims of the League. — The central purpose of the League of Nations is to prevent war. The members of the League agree not to begin war upon any state until an impartial investigation has been made. The aim of this investigation is to see if the quarrel has any real basis, and furthermore to see if the dispute can not be settled peaceably.

If a state does actually begin hostilities, the members of the League are supposed to boycott the offender in trade and commerce. This means that the members of the League may refuse to have any commercial relations with the offending nation. In the meantime, the League will be deciding upon its next step. This next step may consist in ordering the members of the League to send their armed forces against the offending nation, in order to bring about peace.

The League also attempts to make diplomacy as honest and open as possible. This it does by insisting that no treaties between members of the League are to be considered valid until such treaties have been filed with the Secretariat and published. Other aims of the League include the regulation of international trade in arms and munitions, the improvement of international law, and the encouragement of such organizations as the Red Cross.

358. The attitude of the United States. — President Wilson was enthusiastic over the League of Nations, but he was unable to persuade the United States to join it. Numerous arguments were brought against the proposal that we become a member of this international organization.

For example, the American critics declared that if we joined the League it might attempt to

interfere in such domestic concerns as the tariff, coastwise shipping, and immigration. It was also said that the League would have the power to send American soldiers to guard European frontiers in case of attack. This objection amounts to saying that we have so little in common with the petty squabbles of Europe that such a use of our soldiers would be unjustifiable. Finally, it was held that the League



These diplomats are settling their differences in a friendly conference.

might become a super-state and end by destroying the member nations.

For these and other reasons the United States has steadfastly refused to join the League of Nations.

359. What has been accomplished by the League? — The merits of the League of Nations are still hotly debated in America.

The League has done a great deal of good. It has brought about many friendly meetings and discussions among diplomats. This has led to more pleasant and trustful relations among the nations which these diplomats represent. The League has helped to suppress the drug traffic, and also to control contagious disease. It has aided such humanitarian organizations as the Red Cross. Finally, the League has created a permanent court of international justice. This World Court has already encouraged international good will, and is promising to become an important means of settling disputes between nations.

On the other hand, the League has not abolished war. In many cases the peoples of the world have engaged in warfare in spite of the League.

360. What of the future? — To be perfectly frank, we are not yet safe from the threat of war. It may be that the future will plunge us into another world war, as terrible as the conflict which ended in the autumn of 1918. The nations of the earth are continuing to arm themselves; furthermore, they are not yet the best of friends.

This does not mean that we have failed to make progress in the struggle against war. We *have* made progress. War is hated more bitterly than in any previous age. More and more people are opposing it. Nations are making genuine efforts to be good friends. Memory of the horrors

of the World War has made countries willing to go far to avoid another such conflict. The League of Nations, the Red Cross, and numerous other organizations are steadily strengthening public opinion against armed hostilities.

361. The trouble is that nations, like people, must domesticate themselves. — We saw, in an earlier chapter, that individuals are not fit for community life until they have been reclaimed from such savage traits as selfishness and violence. Individuals must learn to behave.

The same argument applies to nations. The countries of the earth are now neighbors. They are members of the world community, and by way of preparation for this new type of life they must tame themselves. They must learn to restrain their violent instincts and develop self-control. In short, they must domesticate themselves.

The struggle to prevent war is therefore the struggle to live up to the demands of modern civilization. It is the struggle of reason against brute feeling, the struggle of generosity against selfishness, the struggle of sympathy and understanding against suspicion and jealousy. Only let us win this many-sided struggle and we shall be free of war.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. What is meant by political relations with other countries?
3. Write a theme of one hundred words on our foreign policy as developed by George Washington.
4. Write a theme of one hundred words on our foreign policy as developed by President Monroe.
5. What is the relation of the Monroe Doctrine to the development of Latin America? Give an example.

6. Debate the following question, "Resolved, that international trade does as much to cause war as it does to encourage peace."
7. In what different ways would we lose or suffer if we attempted to live apart from the other nations of the world?
8. Make a brief study of the First Hague Conference.
9. Make a brief study of the Second Hague Conference.
10. What countries are now members of the League of Nations?
11. What is "secret diplomacy," and what is its danger?
12. Just what do we mean when we speak of "the problem of disarmament"?
13. What is your opinion of the League of Nations as a means of preventing war? Explain clearly.
14. The United States and Great Britain are rivals for control of the seas. How does this tend to cause war?
15. Which, in your opinion, is the more important as a cause of war, selfishness or lack of understanding?
16. Do you believe there will be another World War? Give your reasons.
17. What did Colonel Charles A. Lindbergh do to advance the cause of international good will?

CHAPTER XXV

THE POWER OF THE INDIVIDUAL

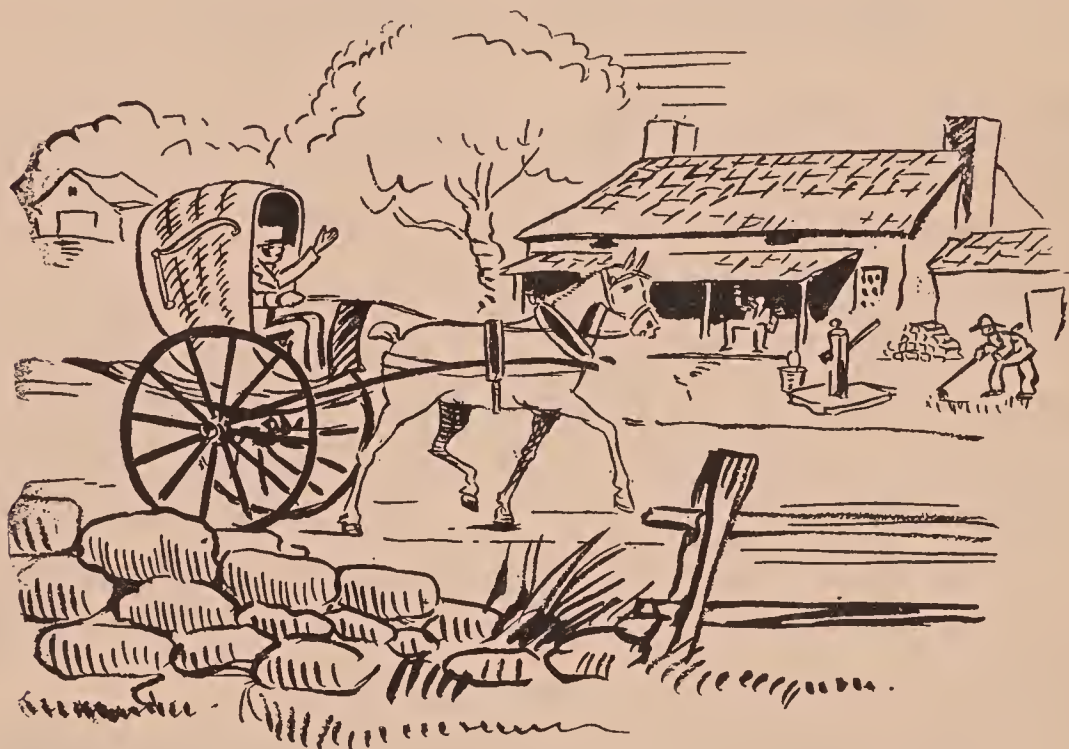
363. One among millions. — Here and there in the preceding chapters we have spoken of your duties. Thus we have suggested what you ought to do about such matters as taxation and obedience to law.

Now it may be that advice of this kind has failed to arouse you. Perhaps you are oppressed by the fact that you are one among many. You are a single individual in a populous village or town or city. The state in which you live is even more populous, and as for the nation you may think yourself as unimportant as a grain of sand amid its population of more than a hundred million.

So it may be that you are indifferent to public questions, because you think your influence cannot possibly be of value. Perhaps such terms as “the public,” or “the people” or “everybody” make you think of powerful forces which you could not possibly affect, one way or the other. Such may be your attitude.

364. What if every one felt this way? — Suppose, now, that in addition to your feeling this way your friends took the same attitude. To go a step further, let us assume that your neighbors and acquaintances and all the other members of the community and nation were likewise overpowered by a sense of their own weakness. What would be the result?

The result would be that the community would fall to decay. Every one would be kept back from doing his duty by the fact that he was only one among many. The state and the nation would be confronted with obstacles and problems beyond number. Public questions would not be solved. Progress would slacken and die. The world



Our forefathers worked out *their* problems, and now we must grapple with the problems of *our* generation.

would begin to look upon us as a nation of incapable weaklings, and in truth this would be a correct view of the matter, all because each one of us felt that *his* influence could not possibly help solve the problems of the community and the nation.

365. Our country is what individuals make it. — If you are tempted to believe that you yourself and other individuals are powerless to affect the life of the community, consider this important fact: The community is what it is *because of individuals*. Individuals originated and devel-

oped your community. Individuals organized your state. Individuals drew up the government of the United States, and have ever since maintained it in security.

The truth is that all power is with individuals. All power is with *us*. If we are weak, then the community will suffer. If we are strong and progressive, then the community will thrive. A nation is like a ventriloquist's dummy, because it cannot move unless it is directed by the individuals behind it, and it cannot speak until those individuals speak. What America is to-day is due to what *individuals* have been doing and are doing at the present time.

366. We have only ourselves to rely upon. — To use plain words, the fate of our country depends upon individuals. To put the same idea in different language, the future of the nation depends upon the masses of the people. We are not governed by a king or a dictator. We are governed by ourselves. Our country is known as a democracy, and the word democracy means "control by the people."

In a democracy such as ours the people themselves must assume responsibility for what is done by the community and the nation. There is no one to excuse our mistakes. If we make blunders, we have only ourselves to blame. You and I and our friends and neighbors and fellow citizens are *the people of the United States of America*, living together in communities, and relying upon ourselves in community affairs, because there is no one else to rely upon.

367. The children of to-day are the men and women of to-morrow. — And still what we have been saying may have failed to impress you with a sense of your own power. What have you to do with the settlement of the great problems of public life? You are only a student in school. The leaders in the community are not children but mature men

and women, such as editors and lawyers and teachers and ministers and government officials. What have the problems of these people to do with you?

They have a great deal to do with you, for you and your classmates are to succeed the mature men and women who are now grappling with the problems of your community. These people were once children, but time passes quickly, and now they are grown up and helping to solve the larger problems of public life. In a few years more you yourself will be grown up, and then you will step forward as a mature leader. One generation will have passed and another taken its place — such is the law of life.

368. The part you are called upon to play. — Community life is a kind of stage, whereon such evils as disease, crime, and inefficiency struggle against the human defenders of decency and progress. Chief among these defenders are the men and women of the community, but you and your young friends are their understudies, and in the next scene you will take their places.

Thus the older you grow the greater will be your influence, either for good or bad. What you do will affect the community in which you live. Likewise what you fail to do will affect it. Your power is great, for it is yourself in combination with the other members of the community that will determine the progress of that community. The part you are called upon to play, then, is first to realize that your personal influence is important, and second to use that influence for good.

369. Here is your opportunity to get out of debt. — Have you forgotten that you are heavily in debt? All your life long you have been accepting goods and services without making a proper return. You are in debt to your parents,

and to your teachers, and to the community in general for all that has been done for you.

How are you going to discharge this debt? By becoming a reliable and efficient member of the community. Of course you are even now a member of the community, and no doubt you are personally reliable and efficient. The point is, however, that as you grow older you are expected to prove more and more reliable and efficient *in influencing the affairs of the community*. In this way, and in this way only, you will be able to repay the community for what has been done for you.

370. Killing two birds with one stone. — At first thought it may strike you that your personal affairs will have to suffer if you are to do your duty by the community. This is not true, however. What is a community but a number of individuals living together for the sake of advancing their common interests? A community is a kind of body, with you and your friends and neighbors as just so many of its cells or limbs or organs. Whatever benefits this body will benefit its various parts.

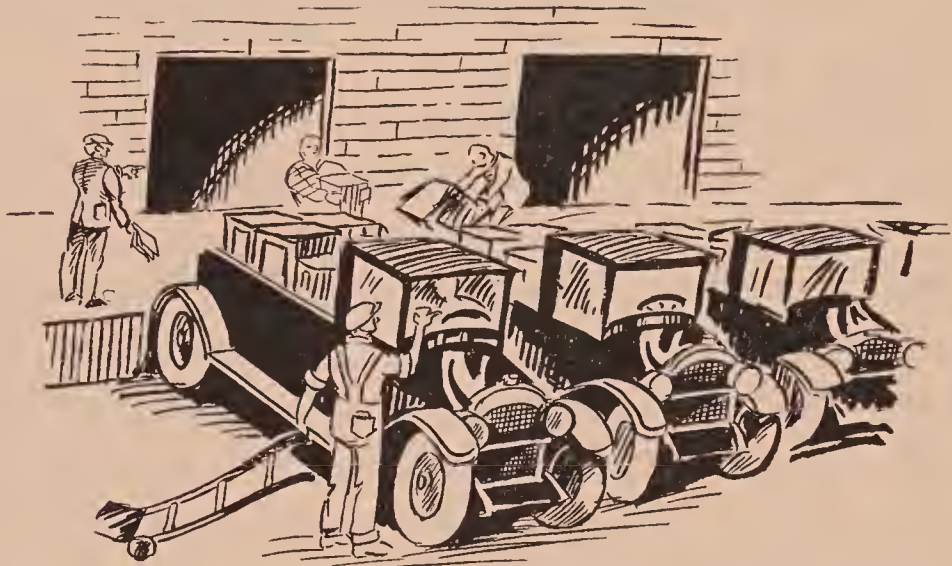
This means that you will not lose by helping your community; indeed, you will gain. Its interests are your interests, and you may rest assured that whenever you are serving the community you are also serving yourself. Likewise, whatever helps you personally may be an advantage to the community. In short, you can serve yourself and the community at one and the same time, and thus kill two birds with one stone.

Let us examine a few of the ways in which this may be done.

371. The double benefit of being a good worker. — You will be benefiting both yourself and the community if you

make yourself a reliable and efficient worker in an occupation which is lawful and necessary.

Of course it is clear that you will benefit *yourself* by doing this. By safeguarding your health you will be able to do your work, and by extending your training or education you will be opening the door to promotion. The more dependable you become the more your services will be sought after, and the more you manage to improve your abilities the greater will be your success.



Honest useful work benefits both the individual and the community.

Yet all this may likewise benefit the *community*. You are a vital part of the community; hence when you safeguard your health you are safeguarding the health of a member of that community. When you extend your education you are making a member of the community more intelligent, and when you make yourself more dependable you are helping to make a member of the community reliable and effective. Finally, when you save money or raise corn or otherwise engage in useful and necessary activities you are adding to the prosperity of your community.

372. The double influence of character. — You will also be able to benefit both yourself and the community by improving your character.

We need not dwell upon the benefit which *you* derive from every improvement in your character, for we have discussed this matter in an earlier chapter. Here it is enough to say that you gain in efficiency, prosperity, and happiness in proportion as you train yourself to be cheerful, trustworthy, upright, and progressive.

Is it not equally clear that such qualities are also a benefit to the community? If you are personally honest then a member of the community is honest. If you practice self-control, then the community is that much safer a place in which to live. If your personal standards are high, then you are setting your neighbors and the community a valuable example after which to pattern.

373. Helping the community with its problems. — At this point you may grow doubtful of our argument. We have been saying that you can benefit yourself and the community at one and the same time. This is clearly true of yourself as a worker and a person of good character, but how do you gain when you go to the trouble of helping the community solve its social and political problems?

The answer is that you gain a better environment. By environment we mean our surroundings, not only in the way of buildings and streets, but also in the form of ideals, customs, services, and practices. The community is our environment, just as water is the environment of a fish. The community surrounds us. It influences us every moment of our life; therefore, whatever you do to help solve its problems will be just that much toward making the community a finer place in which to live.

374. A brief review of what has gone before. — Are you in doubt as to the nature of your community's problems? You ought not to be, for we have discussed a number of them in this text. What about crime, and accident, and



Form the habit of reading your local newspaper if you want to get acquainted with the problems of your community.

being political, because they are so closely bound up with our political life. Voting is one of these problems. Efficiency in government is another. The control of the political party is still another. All such matters as these are community problems, as we shall see in the remaining chapters of this text.

disease, and vice? These are all problems with which your community is grappling. Recreation, education, and traffic are likewise connected with the problems of the community. So is taxation. War is a question which affects every community.

In addition to these typical problems there are a number of community questions which we have not yet discussed. These questions are generally thought of as

Something for You to Do

1. Turn back to the table of contents of the text, and notice that the first half of Part III is entitled "The World Is Calling You." Explain the meaning of this title.
2. Some people neglect the problems of their community because they believe that "some one else" will attend to such matters. Why is this a wrong attitude?
3. Is it ever justifiable for a citizen to say that he is too busy to take part in community affairs? Explain.
4. What is meant by saying that "the success of democracy depends largely upon education"?
5. What qualities are needed by a self-governing people?
6. Explain the statement that "the schools of to-day help to choose the leaders of to-morrow."
7. What is public opinion?
8. How is public opinion formed?
9. Give three examples of the power of public opinion.
10. In what different ways may you, as an individual, help to mold public opinion?
11. What benefit is conferred upon a community by a good doctor?
12. What benefit is conferred upon a community by a good teacher?
13. What benefit is conferred upon a community by a good engineer?
14. Just how may your community gain if you save money and place it in a savings bank?
15. It is often said that a nation is founded upon normal thriving homes. Why is this statement true?
16. There are people who never go to church but who declare, nevertheless, that they would not live in a community in which there were no churches. Explain this attitude.
17. What is meant by saying that "every country has the government it deserves"?
18. In which of your community problems are you most interested? Give your reasons.
19. The next and last five chapters of this text discuss the essentials of our system of government and politics. Explain, as best you can at this point, just why you need to understand the manner in which we are governed.

B. WHAT YOU NEED TO KNOW ABOUT GOVERNMENT

CHAPTER XXVI

THE POLITICAL PARTY

375. What is a political party? — A political party may be defined as a voluntary association of voters, entered into for the purpose of influencing elections to public office.

Notice the word “voluntary” in this definition. No one is obliged to join a political party, and if you will examine the Federal Constitution you will find that this document does not even mention this type of organization. Groups of voters themselves originated the party, with neither the encouragement nor the consent of the government. This is interesting to us because in spite of not being provided for in the Constitution, the political party is to-day a very important factor in our government. This will be made clear as we go along.

376. Why political parties have developed. — Political parties exist in all civilized countries. They have sprung up naturally, as the result of two tendencies of the human mind.

The first of these tendencies may be expressed by the term “difference of opinion.” Individuals have different opinions, not only on such questions as religion and business, but also on matters of government. Some believe in one type of government, some in another.

The second of the tendencies which we have mentioned is best expressed by the word "organization." Individuals tend to draw *away* from those who do not agree with their political beliefs, and *toward* those who do believe with them. As a result, we find persons of the same general opinions coming together in associations. The purpose of these associations is, of course, to advance the common political interests of their members.

377. The growth of political parties in America. — The American political party dates back to very early times; indeed, it is older than the nation. Thus there were differences of political opinion even in colonial times, and as a consequence such parties as the Whigs and Tories sprang up. You have no doubt read of these parties in your history texts.

Again, the Revolution divided Americans into a number of political groups, and later on the question of the Constitution separated them into two camps — the Federalists and the Anti-Federalists.

Nor did the adoption of the Constitution smooth away all political differences. Down through the first half of the last century men differed over such questions as the powers of the federal government, the foreign policy of the United States, and slavery. The Civil War encouraged party spirit, and although this war came to an end it is worth noting that political differences did not end. They continued on down through the years, they exist to-day, and they will doubtless exist in all future time.

378. The organization of the party. — Each of our political parties has developed a nation-wide organization, for the purpose of advancing its own interests.

This organization includes *local* agents of the party.

Such agents are to be found in practically every township, village, and city ward in the United States. It is these local workers who keep in close contact with the voters, and do what they can to aid their party, both at election time and between elections.

Each political party also has a *state* committee. This committee directs the work of the local party agents, and also coöperates with the committees of other states by means of the *national* committee. The members of the



A political parade. What do you suppose is the object of this?

national committee are selected from the ranks of party workers in the several states, and it is this committee which is responsible for the conduct of the party as a whole.

379. Each party struggles against its rivals.—Each political party uses its or-

ganization to attempt to advance its own interests, and also to attempt to defeat its rivals.

This double aim requires a wide variety of labors. Political clubs must be organized, funds collected for party expenses, and new members won over to the party standard. Political rivals must be watched, so that the attention of the public may be called to their mistakes and weaknesses. Voters must be encouraged to take an interest in elections.

As election time approaches, each party gathers its strength for a great effort. Arguments and challenges

and accusations are heard on every hand. Party workers go about interviewing candidates, visiting people who are qualified to vote, distributing circulars, and defending their party. The radio is pressed into service. The newspapers are full of political talk. The air is tense with excitement.

Then the struggle is temporarily ended at the polls, by the authority of the ballots cast by the voters.

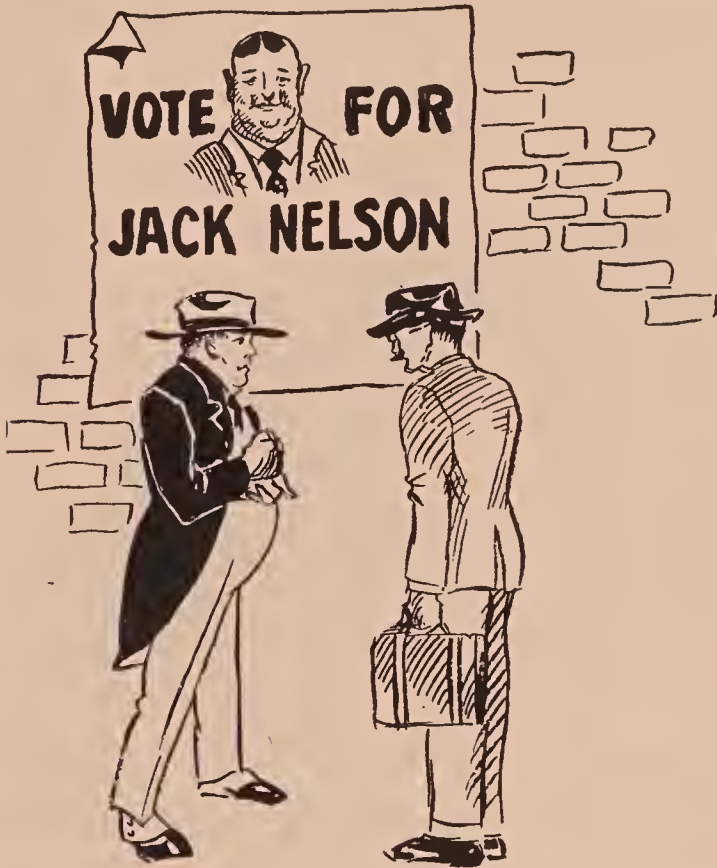
380. The meaning of all this. — To sum up the preceding discussion, *the aim of each political party is to get control of the government.* The affairs of government are directed by the officials whom the people choose. If, therefore, a political party can persuade the people to vote for *its* candidates, that party will be placed in control of the government until after the next election.

This is what actually tends to happen. One particular party wins a city election, and by means of its successful candidates it is "placed in power." Or a particular party elects its candidate for governor, and to that extent it has control of the state government. The larger the number of important offices a party wins the greater is its control over the affairs of government.

In general, our various governmental positions are controlled either by the Republican party or by the Democratic party. These are the two important political parties in the United States.

381. The political party has often abused its power. — As we noticed in the early part of this chapter, the political party is a voluntary association which developed without the formal authority of the government. The party grew up silently. It became powerful, and because it was not checked by law, it often abused its power.

For example, party organizations have misrepresented facts in the effort to win elections. They have lied outright, for the purpose of misleading voters. Parties have added false names to the voting lists, and have caused individuals to vote more than once at the same election. Again, parties used to demand or extort money from individuals



The politician at the left wants his friend to vote for Jack Nelson. Do you see any harm in this?

and business firms, in order to finance party campaigns. Finally, a successful party was formerly in the habit, as soon as it was placed in power, of ousting capable office-holders of the opposite party. As a result, the successful party was free to bestow government positions upon its own followers, even though they were ignorant and dishonest.

382. The law takes a hand. — All these evils appeared early in the history of the political party. They were not confined to any one party, but were common to all political organizations.

As time went on the political party was more and more abusive of its privileges, until at length decent people arose and demanded reform. Little by little the weight of the law was brought to bear upon the party. The ballot was

made secret. Steps were taken to prevent unqualified persons from voting. Party agents were forbidden to threaten voters. The law reduced the amount of bribery in political contests, and also restrained the party in its collection and use of campaign funds. A civil service system was developed in the effort to prevent a victorious party from bestowing government positions upon its followers regardless of merit.

383. Should we destroy the political party? — The law has done a great deal to purge the political party of its defects. On the other hand, party politics still have their unattractive side, and for this reason it is sometimes suggested that instead of regulating the political party, we ought to *destroy* it.

However, this would probably be very unwise. It is true that the party is not yet as fair and honest as it should be; nevertheless, its conduct is improving. The future will doubtless show us a way to eliminate all of its major defects; meanwhile, we must be content to go forward little by little. Our ideal must be, not to destroy the party, but to correct its evil tendencies, *so that it will be free to perform its three important services.*

Let us notice, briefly, the nature of these services.

384. The political party helps democracy make up its mind. — Suppose, for a moment, that there were no political parties. In this case the voters of the nation would go to the polls and perhaps vote for whomever they liked. As a result, thousands of names might be found on the ballot, with the total vote so scattered among them that no one would receive a majority.

Fortunately, the political party prevents such a situation. The party puts into definite form those political principles

which will attract the greatest number of voters. It also associates these principles with particular candidates. These principles and these candidates are then placed squarely before the people, and minor issues and unimportant candidates are excluded. In this way the party helps the community to make up its mind on political matters. Furthermore, it helps the community to express that mind with a minimum of confusion and disorder.

385. The political party helps to make government responsible. — Suppose, again, that there were no such thing as a political party. In such a case, a candidate would run for office solely upon the recommendation of himself and a few personal friends. If he were elected and then proved to be the wrong man for the position, no one in particular could be blamed for this. Of course, he and his friends might be blamed, but what good would this do?

The existence of the political party is a safeguard against this sort of thing. Candidates are chosen, supported, and vouched for by the party. The party is a definite and permanent pledge to the voters, and for the sake of its future reputation the party is careful to select and recommend candidates who will probably prove equal to the demands of their office. This helps to make government responsible.

386. The political party oils the machinery of government. — There are hundreds of thousands of government positions which are filled by followers of the different political parties. Naturally, office-holders belonging to the same party tend to coöperate with one another, even though they are associated with different branches or divisions of government. This helps the complicated machinery of government to do its work.

Thus, for example, a Democratic governor tends to coöperate with the Democratic members of the state legislature. In a similar way, a Republican President will tend to work in harmony with those members of his party who are members of Congress. Likewise, the President will tend to coöperate with those members of his party who are in authority in various local and state offices.

387. How far shall we support our party? — This whole question of the political party ought to be of great interest to you, for in a few years you will be associating yourself with this or that political party. When that time comes you will have to ask yourself just how far you ought to go in support of your party.

What is the duty of an individual toward his party? Should he support it under all circumstances? Some people would answer this last question in the affirmative. These people make a great deal of party loyalty; indeed, their slogan appears to be “My party, right or wrong.”

However, this is going too far. Integrity is above party, and when a party has repeatedly violated your sense of decency and fair play, then in the interest of your own self-respect you ought to abandon that party. Do what you can to coöperate with those who share your political beliefs, but beware of their corrupt practices.

388. It is individuals who are to blame for party evils. — We have said that the political party has often done wrong, but just what *is* a political party? It is nothing more than an association of individuals; therefore, the defects of the political party are the defects of the people who make up that party.

Since this is the case, it is high time that we stopped blaming the *political party* for the shortcomings of American gov-

ernment. These evils are due to the indifference or inefficiency of various individuals. What the party does is merely an expression of the aims and ideals of its controlling members. For this reason the remedy for the defects of party government is education, rather than law. Of course we must use the law to control party practices, but the point is that the political party will improve in direct proportion as its individual members fulfill their duties with willingness and efficiency. Happily for us, this is precisely what is being done.

Something for You to Do

1. Summarize the important points which have been brought out in the preceding chapter. Use your own words, and be brief.
2. Investigate the organization of some one political party in your local community. (Ask your father to help you with this project.)
3. Show just how party agents in your local community cooperate with the state committee of their party.
4. Describe the manner in which the political party makes use of newspaper publicity.
5. To what extent has the radio influenced political campaigning in your community? Explain, and give examples.
6. Make a brief study of the methods whereby political parties attempt to influence the voters. Which of these methods impress you as fair? Do any of these methods seem to you to be unfair? Explain.
7. What are the chief duties of a political party's national committee?
8. Study an election in your community, with especial attention to (a) public interest in the candidates, and (b) the statements of the competing parties after the election.
9. To what political party does your present state governor belong? To what extent does this party control the other branches or divisions of the state government?

10. What is a campaign fund? How is it collected, and how is it used?
11. What do the laws of your state say as to the collection and use of the campaign fund? What is the object of these laws?
12. Just how does the civil service help to reduce the evils of the political party?
13. What is the meaning of the phrase "non-partisan politics"? Explain clearly.
14. It is often said that the public schools should be "kept out of politics." What is meant by this?
15. Collect a number of newspaper clippings to illustrate the methods and practices of the political party.
16. What defects still characterize the political party? What do you believe to be the remedy for these defects?
17. In what ways can you, as an individual, help to improve the political party?
18. How would you decide which political party you ought to join?

CHAPTER XXVII

OUR LOCAL GOVERNMENT

389. Two things to remember. — This chapter will be easier for you if you bear in mind two important facts concerning local government.

The first thing to remember is that local government is always subordinate to state government. Your local community depends, for its political powers, upon the government of the state in which it is located. The same is true of all other local communities.

The second thing to remember is that local governments vary a good deal among themselves, according to the nature and background of the community. Thus we may classify some local governments as primarily rural in type, as, for example, the New England township and the county. Other local governments are urban in type, as, for example, the government of a village or a city.

Let us begin our survey of these various types by noticing the government of the New England township.

390. The New England township. — Every state in the Union is divided into a number of counties. In most states, as we shall see, these counties are important units of local government. In New England, on the contrary, the county is not important, or at least it is not so important as the townships which make up each county. In each of the New England states it is the *township* which is considered to be the unit of rural local government.

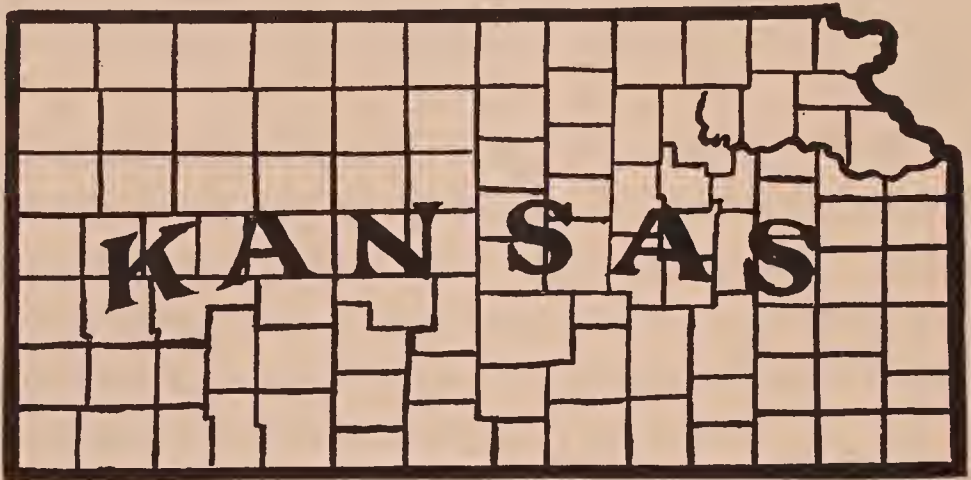
To avoid confusion it should be said that the New England township is sometimes referred to as the "town." Notice, however, that when used in this manner the word "town" always means a township, and not town in the sense of a village or small city. The New England town, or township, is generally an irregularly shaped area, varying in size from twenty to forty-five square miles. It is a very old division of government, having been known in Europe long before the colonists brought it to America.

391. How the New England town is governed. — The New England town, or township, is governed directly by its voters. Once each year these voters come together in a town meeting, for the purpose of transacting political business. The town officers make reports at this meeting. Taxes are also levied at this time, and plans made to give financial support to such concerns as schools and highways for the coming year.

The town meeting likewise chooses the town officers for the coming year. Chief among these officers are the selectmen, for it is the selectmen (in Rhode Island called the council) who have general charge of town affairs. In addition to the selectmen the voters of the town choose a clerk, a treasurer, a constable, and one or more tax assessors. A few other officials are sometimes chosen, as, for example, highway officials, guardians of the poor, and library trustees.

392. Now we are ready to study the county. — Let us go slowly, in order not to be confused by the different types of local government. We have discussed one type of local government; namely, the New England town or township. This New England township is a subdivision of a county, although, as we have seen, it is the township, not the county, which in New England is the *unit* of local government.

Outside of New England, however, it is the county which is more important than the townships into which it is divided. In other words, the *county* is the unit of rural local government in all sections of the United States except New England. Like the township, the county is a very old subdivision of government, having been known in



This will give you an idea of how a state is divided into a number of counties.

Europe long before the colonists came to the New World. (In Louisiana what is elsewhere known as a county is called a *parish*.)

393. Carrying on the business of the county. — County business varies a good deal from state to state, but in general we may say that there are two types of county government.

One type is illustrated by the case of New York. In this state each township within the county elects a representative to a county Board of Supervisors.

The other main type of county government is illustrated by the case of Pennsylvania. In this state the people of the county as a whole elect a Board of Commissioners. This board does not include representation of the townships as such.

In both the New York and the Pennsylvania type the county board levies taxes for the support of county business. The board appropriates money for county roads and buildings, the salaries of county officers, the support of the county poor, and perhaps for county schools.

394. The officials who help govern the county. — In addition to a board of supervisors or commissioners the people of the county elect a *sheriff*. This officer is the chief guardian of the county peace. He has charge of the jail, and is the chief executive officer of the county court. Sometimes he also acts as tax collector.

Another important officer is the county *prosecutor*, who represents the people of the county in criminal trials and civil suits. (This officer is sometimes called the prosecuting attorney, or perhaps the district attorney.)

There is also a *register of deeds*, who records all transfers of property. Of course there is also a county *clerk*, as well as a *coroner* whose duty it is to investigate the cause of violent and mysterious deaths. Finally the list of county officers may include *tax assessors*, a *treasurer*, an *auditor*, a *surveyor*, a *health officer*, and a *superintendent of schools*.

395. People are not very much interested in county government. — It is interesting to note that most of us do not take a great deal of interest in the government of our county. One reason for this is that in the past county government has often been corrupt and inefficient, so that the people have had very poor service from it.

Another reason for the general lack of interest in county government is that we have learned to look elsewhere for the important services of government. In New England, for example, the people rely upon the township rather than upon the county. In rural districts in general the people

of the United States are turning from the county to their state or national government, while in cities the people rely upon city government rather than upon the county.

396. Out of the county come the village and its relatives. — The county is a large area, and formerly it was chiefly a rural area, consisting mostly of farming country.

With the growth of the country, however, villages and other compact settlements developed within the limits of the county. The population of these settlements has grown and grown, until at length the people have paved the streets, installed a water system, and otherwise provided for their special needs.

All this means that the inhabitants of these populous places require a different type of government from the county government under which they developed. In such cases, the village (or borough or town) has generally applied to the proper authorities for the right to establish its own special government. If this permission is granted, the applicant is declared to be *incorporated*, which means that it is now a legal body, enjoying certain rights and powers of self-government.

397. Whereupon these places develop a government of their own. — To be incorporated as a village, or borough, or town is a sign that the voters of these places have the right to choose their own special agents of government. Generally they elect a small council or board, which enacts ordinances of a strictly local nature. The council or board has limited power to levy local taxes and borrow money for public purposes.

Then there is a chief executive officer, sometimes called the mayor, sometimes the president, and sometimes known under a still different name. Assisting this officer are such

government agents as a police marshal, a fire marshal, a street commissioner, a treasurer, a clerk, and one or more tax assessors. There may also be a justice of the peace, as well as a number of boards and commissions to regulate such matters as health and recreation.

398. When the village and its relatives grow up they become cities. — In most states there is a law which decides just when a village, or borough, or town may become a city. Generally this is a question of population, so that when the inhabitants have become sufficiently numerous it is possible for them to be incorporated once more, this time as a city. The purpose of this change is to enable the new city to elaborate its government, and in this way to perform its growing duties with greater efficiency than had been possible under a village government.

Notice in passing, however, that in New England some very populous places still cling to their ancient town government. Thus, for example, Brookline, Massachusetts, is larger than many cities, yet it is governed as a township. It regularly holds a modified form of town meeting.

To go on with our discussion of urban government, the city enjoys only those powers which are granted it by the state. Sometimes these powers are so scant as to cripple the efficiency of the city government. The present tendency, therefore, is to increase the city's powers of self-government. At the same time there is a demand for a more intelligent and consistent supervision of city government by state officials, so that the city will not abuse its increase of powers.

399. Most cities have a mayor. — The majority of American cities still elect a mayor, to act as their chief executive officer. The mayor is usually elected for a term

varying from one to four years, depending upon the city in which he is chosen. His salary likewise varies from city to city.

The mayor is assisted by a number of administrative officials whose business it is to regulate such important matters as health, education, parks, charities, police, and fire protection. Some of these officials do their work singly, and are known as commissioners. In other cases they are

members of this or that special board.

The mayor appoints some of these officials, but others are elected by the people, and still others are chosen by the council.



What different kinds of political business may be transacted in this building?

400. Where there is a mayor there is a council. — Every city having a mayor also has a council.

Usually this council consists of one chamber, and is made up of councilmen chosen by popular vote. In most cases a councilman is chosen from each ward or district into which the city is divided. The terms of councilmen vary from city to city, but the average term is two years.

Just as the mayor is concerned chiefly with executive or administrative duties, so the council is primarily a legislative body. It is subordinate to the state legislature; nevertheless, the city council enjoys the privilege of enact-

ing a great many important ordinances. The council also has the power to levy taxes to carry on city affairs. In addition, the city council exercises a great deal of influence over such concerns as health, education, recreation, traffic, and obedience to law.

401. The mayor and the council have much in common.

— The mayor has a number of duties which have no direct connection with the council. Likewise, much of the council's work is no particular concern of the mayor.

On the other hand, both the mayor and the council are helping to govern the city, and so they cannot avoid having a good deal to do with one another. For instance, the mayor is naturally interested in what the council has to say about taxes, while the council is of course interested in the mayor's appointments. It is the duty of the mayor to send the council, at least once a year, a general statement of the administration and financial condition of the city. This the council uses as a basis for much of its ordinance work.

402. The mayor, the council, and the making of ordinances. — The mayor may recommend the passage of ordinances which he considers necessary, although the council is not obliged to accept his recommendations.

In some cities the mayor presides over the council, and in case of a tie in voting he has the right to decide the matter by himself casting a vote. In other cities, however, the mayor is not a member of the council, and of course has no power to decide a tie.

In the majority of cities the mayor has the veto power. This means that he may refuse to approve an ordinance which has been passed by the council. When this happens the ordinance is returned to the council, where it must be

approved once more, otherwise it cannot become law. This second approval requires the favorable vote of a certain proportion of the council members, in some cities two thirds, in other cities three fourths, and in some places four fifths of the members of the council.

403. The coming of the commission plan. — Until the year 1900 practically every American city was governed by a mayor and a council. Then came a new scheme of city government, known as the commission plan.

The commission plan first appeared in Galveston, Texas. A tidal wave partially destroyed the city, and in the crisis which followed, the old familiar mayor-council government proved to be helpless. To meet the emergency the government of the city was turned over to a commission of five business men. The plan proved permanent, and spread to other cities, not only in Texas, but elsewhere in the United States.

The commission plan permits a small number of commissioners to assume full responsibility for all phases of the city's government. Collectively the members of the commission act as a legislative body, while as individuals they take charge of the various departments of the city administration.

404. Finally we have the city manager plan. — In 1914 the city of Dayton, Ohio, established what has since become known as the city manager plan of city government. Where this plan has been adopted, the people elect a commission, and the commission chooses a non-partisan expert to manage the city's affairs along business lines. This city manager enforces the ordinances, prepares annual estimates, and appoints all other city officials and employees.

The city manager himself is held responsible for the

government of the city, hence the people know exactly whom to blame in case of corruption or inefficiency. Furthermore, the city manager is generally a highly trained and capable executive. The city manager plan appears to work well in the smaller cities, although pains must be taken to protect the manager against corrupting influences.

Something for You to Do

1. Draw up your own summary of the types of local government discussed in the preceding chapter, and be prepared to explain it.
2. Make a brief study of the New England town in colonial times.
3. Find out just when and in what manner your county was organized.
4. Is your county governed by a board of supervisors or a board of commissioners? How are the members of this board chosen, and what are their powers?
5. Make a list of the duties of a county clerk.
6. Describe the work of your county courts with respect to powers, time of convening, and promptness in disposing of business.
7. To what extent is your county a rural district? Is it less a rural district than it was twenty-five years ago? Explain.
8. Prepare a sketch of your county and indicate thereon the chief cities, towns, and villages contained within its borders.
9. Explain exactly how a village or town in your county would go about applying for the privilege of incorporating.
10. How long has your community been incorporated? What is the extent of its powers, as granted by the state authorities?
11. Discuss the meaning of the phrase "home rule for cities."
12. What would happen if a city passed an ordinance which conflicted with the laws of the state in which the city was located?
13. City government is sometimes hampered by the fact that many of the city's residents are recent immigrants. Why? (Consult a textbook on immigration, and perhaps also a textbook on government.)

14. Illustrate the statement that "the burdens of city government are increasing because we demand more and more of the city in the way of service."
15. To what extent are the cities of your state governed by a mayor and council? To what extent are they governed by a commission? To what extent are they governed by a city manager?
16. Discuss the merits of the mayor-council plan of city government.
17. Discuss the merits of the commission plan of city government.
18. Discuss the merits of the city manager plan of city government.
19. What problems are common to all three of these types of local government?

CHAPTER XXVIII

OUR STATE GOVERNMENT

405. In one way a state is bound, and in another way it is free. — Just as local government is subordinate to state government, so the powers of each of our states are limited by the Constitution of the United States. The object of these limitations is threefold: first, to prevent the states from interfering with purely federal matters; second, to prevent the states from getting into trouble with one another; and third, to prevent the states from possibly abusing their citizens.

Aside from the restrictions of the Federal Constitution, however, the states are practically free to do as they like. The states enjoy all governmental powers not definitely surrendered by them at the time of entering the Union. These surrendered powers are important, nevertheless most of the ordinary affairs of life come under the jurisdiction of our state government.

406. Each state has a constitution of its own. — Our national government is based upon a written document known as the Federal Constitution, or the Constitution of the United States. Each state likewise has a written constitution of its own, to furnish the basis of its organization, and to provide the framework of its government.

The state constitution always contains a "bill of rights," which affirms and guarantees the privileges of the people. A great deal of space is also devoted to a description of the

various parts of the state government. The government of one state may differ a good deal from that of neighboring states, yet in every case the state constitution provides for three branches of government. Thus the state organization must include an *executive* branch for the enforcement of the laws. There must also be a *legislative* branch for the making of laws. Finally, there is a *judicial* branch, to interpret the laws and see that justice is done.

We shall take up these three branches in the order in which they have been named in the preceding paragraph.

407. The executive department is headed by the Governor. — The Governor of the state is its chief executive officer. The people of the state elect this officer by popular vote, the term varying from two years in some states to four in others.

It is the duty of the Governor to see that the laws of the state are faithfully executed. He is commander-in-chief of the armed forces of the state. Again, he has more or less power to grant pardons to persons convicted of crime.

The Governor exerts some influence upon state legislation. For instance, he may send messages to the legislature, and may recommend what he believes to be necessary legislation. The Governor may call special sessions of the legislature, and he may also veto measures passed by this body.

408. The Governor and his older group of helpers. — The Governor is assisted in his duties by two groups of administrative officers.

The first of these groups is the older. It is composed of a small number of officials, who are almost always elected by the people. These officials include the Lieutenant Governor, the Secretary of State, the State Treasurer, the

Auditor or Comptroller, and the Attorney-General. In most cases these officials are not under the control of the Governor. They fulfill duties which are described in the state constitution, and they are responsible only to the



What do we mean by a "State Capitol"?

people. The members of this group often are of a different political party from that of the Governor. As a result, they often work at cross purposes with him.

409. The Governor and his newer group of helpers. — We have several times mentioned the fact that life to-day is much more complicated than it was fifty or sixty years ago. One effect of this increasing complexity has been to add to the duties of the state administration. In order to help the Governor discharge these new duties, there has gradually been developed what we may call the newer group of assisting officials. These officials are now quite numerous, but their general nature may be shown by dividing them into two classes :

The first class includes *individual officers*, as, for example, a superintendent of prisons, a state architect, a commissioner of health, a bank commissioner, and a superintendent of public works.

The second class includes a large number of *boards and commissions*, created by the state legislature and endowed with large powers over special matters. As examples we may mention the state civil service commission, the highway commission, and the tax commission.

410. The trouble with all this. — Now this increase in the number of administrative officials means that the state is attempting to serve the people in new and better ways. Nevertheless, the growth of the administrative department has brought with it two serious evils.

On the one hand, it has helped to make state government *inefficient*. The state administration has developed in a haphazard fashion, so that many times an official's work is duplicated or undone by some other official or board or commission. There is less coördination among the members of the state administration than there ought to be. The result is a serious waste of time and money.

On the other hand, the recent growth of the state administration has helped to make state government *irresponsible*. A great many of our state administrative officials are elected by the people, which means that the Governor has no effective method of controlling them. Therefore *he* cannot be held responsible for their mistakes. Nor is it easy to hold the officials responsible, because there are so many of them, and because the blame for mistakes can so easily be shifted from one to another.

411. We are moving toward reform. — In recent years, however, we have been correcting these two evils. First

in one state and then in another the administrative departments are being simplified and made to conform to a system. The people are permitting the Governor to appoint a good many officials formerly elected at the polls. This puts the Governor in a position to arrange the work of these officials on an efficient basis, and also to hold them responsible for their conduct in office.

In taking leave of the Governor and his assistants, let us notice that there is a widespread tendency to increase the powers of the Governor. In many states his term is made longer. His appointive powers are growing. In some states he is being given more and more control in budget-making and in other important financial matters.

412. Let us turn to the state legislature. — One of the three branches of state government is the executive or administrative department. Another of these three branches is the law-making body, sometimes called the legislative assembly, sometimes the general assembly, sometimes the general court, but most often merely the legislature.

The state legislature has two parts, an upper house which is called the senate, and a lower house which is variously known as the house of representatives, the house of delegates, or the assembly.

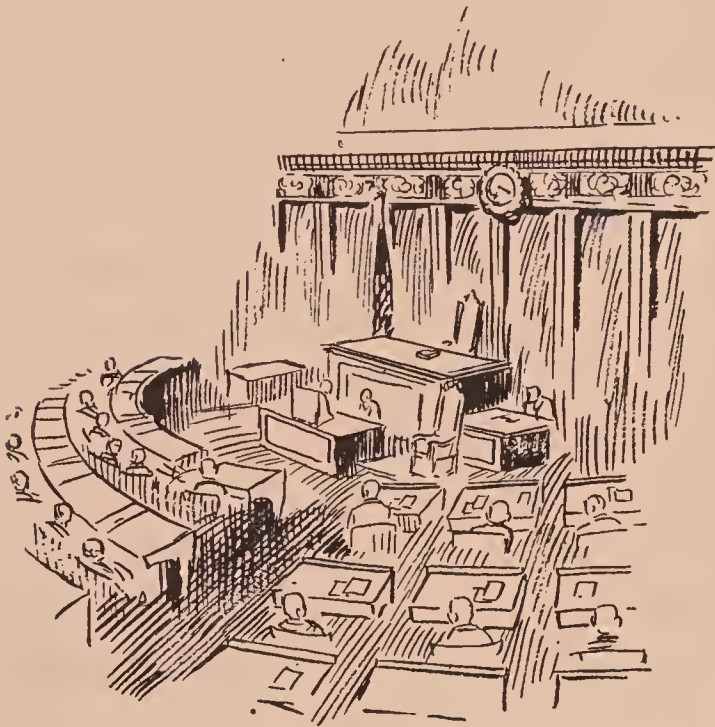
All members of the state legislature are elected by popular vote, the term varying from one year in some states to four years in others. In most states the legislature meets once in two years, chiefly for the purpose of making laws for the people of the state.

413. How a state law is made. — A proposed law is called a bill. Generally a bill may originate in either house of the legislature, but in order to show a typical method of law-

making we shall assume that our imaginary bill has been introduced in the lower house.

A bill may be introduced into the lower house by any one of several methods. For example, any member of the house may deposit a bill in a box near the Speaker's desk. Again, a bill may be introduced by the report of a

committee, or by a messenger from the senate.



Have you any idea of what your state senate looks like?

After the bill has been introduced, it is given a first reading and referred to a committee for special study. If the bill is favorably reported, and this report is approved by the house, the bill is debated. Finally it may be revised, and voted upon.

If the house accepts the bill, the measure goes to the senate, and if also approved by the senate, it goes to the Governor for his approval or veto, as the case may be.

414. Three faults. — Our state legislatures have many virtues, but they also exhibit three faults.

One of these is *lack of responsibility*. Any member of the legislature may introduce as many bills as he likes; but he need not assume responsibility for any of them.

Another fault of the state legislature is the occasional *tendency to play favorites*. Legislators sometimes vote for

undesirable bills, because of the promise of votes on their own favorite bills later on. In addition, a legislator is now and then persuaded to vote for bills which favor corporations and individuals at the expense of the people.

A third fault of some of our legislators is *lack of experience and technical skill*. It may happen that legislators make laws on subjects which they do not really understand. Sometimes these legislators likewise neglect to consider the effect of a measure upon laws already in existence.

415. We are correcting these faults. — Fortunately we are correcting the three faults which we have just mentioned. We are reforming our methods of legislative procedure in such a way as to encourage our law makers to be more careful about the kind of bills they approve. Likewise, we now have laws which aim to prevent legislators from being bribed or otherwise kept from fulfilling their duties. Finally, we are helping legislators to overcome their lack of experience and technical skill.

This last fault is being corrected in several ways. Thus some state legislatures now enjoy the services of a competent bill drafter, whose duty it is to help members draw up their bills in proper form. Again, many states have established a legislative reference bureau, which furnishes legislators with numerous types of information necessary to their work. All this, of course, helps to produce better laws.

416. Lastly we must consider the state judiciary. — We have discussed two of the three branches of state government, namely the *executive* or administrative branch, and the *legislative* branch. Finally, we must consider the third or *judicial* branch.

The judicial branch of state government consists of a number of courts. These courts exist for two purposes.

First, their purpose is to interpret and define the laws of the state, and to say if a particular law does or does not conflict with the constitution. Second, the purpose of these courts is to see that justice is done. It is the courts which decide cases of alleged wrongdoing.

State courts are of various types, as we may notice very briefly.

417. The courts of the state are arranged in a series. — At the bottom of the series of state courts is the *justice of the peace*, who has jurisdiction over petty offenses and minor civil cases. In large cities, however, there is no justice of the peace, his work being divided between *municipal courts* (having charge of minor civil cases) and *police or magistrates' courts* (having charge of petty criminal offenses).

Above the justices of the peace there are, in most states, a number of *county courts*. These courts (sometimes called courts of common pleas or district courts) have jurisdiction over civil cases involving considerable sums, as well as jurisdiction over most criminal offenses.

Then comes the *superior, circuit, or district court*. This court has jurisdiction over civil cases involving unlimited sums, as well as unlimited jurisdiction over criminal matters. It may also try all cases over which the lower courts have no jurisdiction. (In some states the superior court takes the place of the county court.)

At the head of the state judiciary is a court of last resort, known in some states as the court of appeals, in others as the court of errors and appeals, and in others as the *supreme court*. Practically all of the cases coming before this court are appealed from the lower courts.

418. A few special courts. — In addition to the courts we have just named there are a number of special tribunals,

for special purposes. We now have *juvenile courts* to deal with cases involving children. There are also *probate or surrogate courts*, to settle the estates of people who have died. Again, there is a *court of claims*, to settle claims against the state. Another special tribunal is the *chancery court or court of equity*, the purpose of which is to provide justice in cases that the ordinary law will not reach.

Something for You to Do

1. Draw up your own summary of the preceding chapter, and be prepared to explain it.
2. Illustrate the statement that "most of the ordinary affairs of life are under the jurisdiction of our state government."
3. The word "jurisdiction" is very much used in discussions of government. Explain just what this word means.
4. Get a copy of the constitution of your state, and see what it says concerning the rights and privileges of the people of the state.
5. How may your state constitution be amended? Explain clearly.
6. Comment upon the office of Governor in your state, with respect to (a) term, (b) salary, and (c) qualifications.
7. Write a theme of one hundred and fifty words on the life and work of the present Governor of your state.
8. Make a brief study of the civil service laws in force in your state. What is the relation of these laws to efficient and responsible government?
9. Do you think that your state civil service, or "merit system," ought to be extended? Give your reasons.
10. Make a brief study of your state legislature, with regard to differences between the senate and the lower house.
11. Describe the manner in which the members of your state legislature are chosen.
12. Name and briefly characterize two laws passed by your state legislature at its last session.
13. What are the advantages of permitting a legislator to serve a second term?
14. Define the following terms : gerrymandering, log-rolling, lobbying.

15. Make a brief study of the advantages of providing a state legislature with bill drafters and a reference bureau.
16. Define the following terms : indictment, civil code, constitutionality, the right of appeal.
17. Explain clearly the difference between a criminal trial and a civil suit.
18. Discuss the methods of choosing judges in your state. Do you think these methods could be improved? Give your reasons.
19. Attend a court session, and report to the class upon the procedure there.

CHAPTER XXIX

OUR NATIONAL GOVERNMENT

419. The wisdom of our Constitution. — A century and a half ago the statesmen of America were wrestling with a knotty problem. This problem was how to permit each of the thirteen states to continue to be self-governing, and how, at the same time, to combine these states into a strong union. Finally they settled the question by drawing up the Constitution of the United States. In brief definite language this document steered a middle course between state and national power, and provided a series of “checks and balances” as a guarantee of safe government.

One of these checks and balances is a “bill of rights,” which is attached to the Constitution in the form of its first ten amendments. This bill of rights guarantees to the people such privileges as freedom of speech and the protection of property.

A second of the checks and balances was the constitutional provision that the federal government should enjoy certain enumerated powers, while the states were to enjoy all other powers.

A third of the checks and balances was the agreement that the federal government should be divided into an executive, a legislative, and a judicial branch. Each of these three branches has its own powers, as we may now notice.

420. Our national executive branch is headed by the President. — The executive branch of our national govern-

ment is headed by the President of the United States. This official must be a native-born citizen of this country. He must also be, at the time of his election, at least thirty-five years of age and a resident of the United States for at least fourteen years.

The President's salary is determined by Congress, and at present is \$75,000. He is given an extra allowance for traveling expenses and the upkeep of the White House.

The President is chosen for a term of four years. In many cases he is chosen for a second term of four years, but no President has ever been chosen for a third term. There is no law against a third term, but public opinion and custom are strongly opposed to it.

421. How our President is chosen. — When the time approaches for a President to be chosen, each political party gathers in convention and nominates its candidate.

At about the same time the various parties in each state nominate individuals for an office known as "presidential elector." The individuals thus nominated are voted upon by the people of the state, on the Tuesday following the first Monday in November of the presidential year. The electors chosen in this manner assemble at the state capitol on the second Monday in January following their election, and vote directly for a President and Vice-President of the United States. These votes are then sent to the president of the United States Senate, who goes through the formality of announcing who has been chosen.

However, the people of the country know the result of the presidential contest the day after the electors are chosen, because the political faith of each elector is well known before the people go to the polls.

422. The President's control over foreign affairs. — The President of the United States enjoys many important powers, a number of which are concerned with foreign nations. He has the power to make treaties with other countries, although these treaties must be ratified by the Senate before they are valid. The President also receives diplomatic representatives from abroad. Furthermore, our diplomatic representatives to foreign nations are appointed by the President, subject to the approval of the Senate.

In time of war the President exercises large powers. He is commander-in-chief of the army and navy, and hence may direct all of our armed forces. If necessary, the President may be permitted to control food, fuel, shipbuilding, and the export trade, in the effort to weaken the enemy. Or, as actually happened during the World War, Congress may permit him to go still further, and take over our railway, telegraph, telephone, and wireless systems. All this, of course, is to enable the President to bring the war to a speedy and successful end.

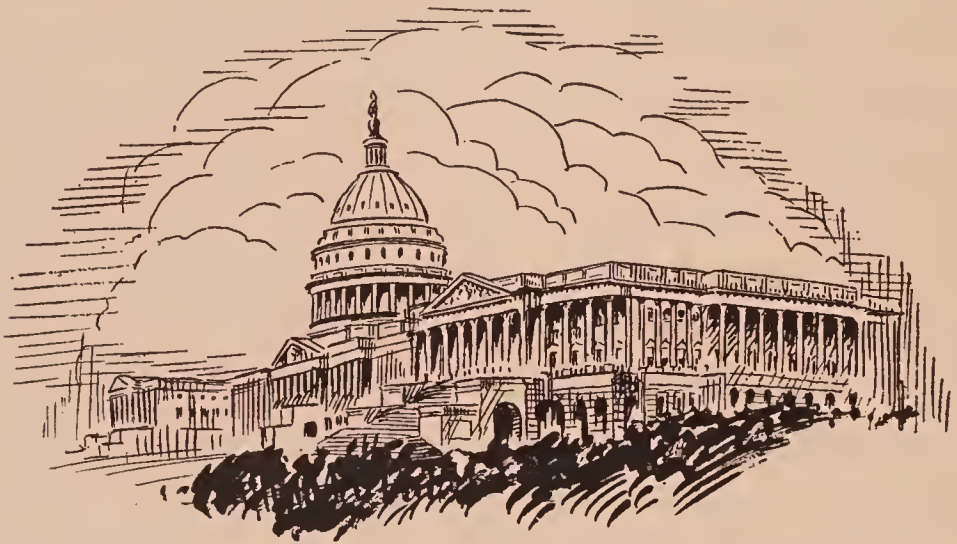
423. Domestic powers of the President. — Turning now to our domestic or home affairs, let us notice that the President enjoys important *legislative* powers. He may call extra sessions of Congress, and he may recommend that this body pass certain laws. Again, he may veto bills passed by Congress, in which case they are "dead" unless approved once more, this time by a two-thirds vote in each house of Congress.

The President has the *judicial* power to grant reprieves and pardons for practically all offenses against the United States.

The chief powers of the President, however, are *executive or administrative*, it being his main duty to see that the laws

of the United States are carried into effect. In discharge of this duty the President is aided by a large number of subordinate officials who are either directly or indirectly responsible to him. There are hundreds of thousands of these.

424. How these subordinate officials are chosen. — These officials are chosen in different ways. A great many of them are selected by means of civil service examinations. A number of others are really chosen by various members



The Capitol at Washington. What is the purpose of this building?

of Congress, although the President goes through the formality of appointing them. On the other hand, there are ten important administrative officers who are really chosen by the President alone. These are the Secretary of State, the Secretary of the Treasury, the Secretary of War, the Postmaster General, the Secretary of the Navy, the Secretary of the Interior, the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, and the Attorney General.

These ten officials are responsible to the President, and may be removed by him at will. This is a very fine arrangement, because all of the work of the national administration

is done under the direction of one or another of these ten officials; and by controlling these ten officials the President can indirectly control all of his hundreds of thousands of administrative assistants.

425. The President has a Cabinet to advise him. — A cabinet is a group of political advisers, so named because in olden times they consulted in a private room known as a cabinet.

The President of the United States has a Cabinet. It consists of the ten department heads named in the preceding section. Once or twice a week the President calls together his Cabinet for the purpose of discussing important national problems. These meetings are not public. The Cabinet members are generally asked to advise the President, but he is not obliged to accept this advice. However, such advice is often taken, and it is certain that the Cabinet exerts a strong influence upon the acts and policies of the President.

426. There is a Congress, with a Senate for its upper house. — The national legislature is called Congress, and is made up of two houses. The upper of these two houses is called the Senate.

The national Senate is composed of two Senators from each state. Regardless of its population, no state may have more than two United States Senators, and no state may have less than two. Senators are chosen for a term of six years, and in order to make the Senate a permanent body, membership is so arranged that one third of it retires every two years. Every Senator must be at least thirty years of age, as well as a citizen of the United States for nine years, and an inhabitant of the state from which he is chosen. United States Senators are often reelected after they have served their first term.

427. Besides the Senate there is a House of Representatives. — The upper house of Congress is called the Senate, and the lower chamber is called the House of Representatives. The Senate is composed of ninety-six members, or two from each of the forty-eight states. The House of Representatives, however, is composed of several hundred members, because Representatives are chosen on the basis of the population within each state. Representatives are elected on the district plan, one Representative being chosen from each congressional district in the state.

A Representative to Congress must have been a citizen of the United States for at least seven years. Furthermore, at the time of his candidacy he must have been an inhabitant of the state from which he wishes to be chosen. The term of Representative is two years.

428. Some of the powers enjoyed by Congress. — The Senate and the House of Representatives make up our national legislature, Congress.

Congress enjoys large powers in the field of *revenue and expenditure*. The Constitution gives our national legislature the power to lay and collect taxes, duties, imports, and excises. Congress may also appropriate money in order "to pay the debts and provide for the common defense and general welfare of the United States."

In the matter of *national defense* the powers of Congress are very extensive. Congress has the power to raise and support armies, create and maintain a navy, and provide for the organization and use of state militia. Congress may also declare war, and make rules concerning captures on land and sea.

429. Other powers of Congress. — Our national legislature has large powers over various forms of *business*

activity. For example, Congress may regulate commerce with foreign countries, among the several states, and with the Indian tribes. Congress enjoys the exclusive power to coin money, and otherwise control our financial system. Again, this legislative body may make uniform laws on bankruptcy throughout the United States, and fix the standards of weights and measures. The establishment of post-offices and post-roads, and the protection of authors and inventors through copyright and patent laws, are also functions of Congress.

Hawaii, Alaska, the Philippines, and all other *territories* of the United States are controlled by Congress. The national legislature likewise exercises exclusive control over the District of Columbia. Congress controls all places purchased by the federal government for the erection of forts, arsenals, and similar buildings.

The *judicial powers* of Congress include the right to fix the number, and salary, and the appellate jurisdiction of the judges of the Supreme Court. Congress may also define the jurisdiction and procedure of the inferior federal courts.

430. This brings us to the District Court of the United States. — We come now to the judicial branch of our federal government. This branch consists of a number of courts, the lowest of which is the District Court. One of these courts exists in each of the several dozen districts into which the United States is divided. There is generally a separate judge for each district. He holds court at one or more places within the district.

The jurisdiction of the District Court extends to all offenses against federal law. This court has charge of cases arising under our postal, copyright, patent, immigration,

and internal revenue laws. It likewise has jurisdiction over cases arising under national anti-monopoly laws.

431. Above the District Court is the Circuit Court of Appeals. — If we go a step higher than the United States District Court, we find a tribunal known as the Circuit Court of Appeals.

The United States is divided into nine circuits, or judicial areas, and in each of these areas there is a Circuit Court of Appeals, consisting of three judges.

In general, these courts review or reconsider cases which are appealed to them from the decision of the District Courts. (In some instances, however, cases are taken from the District Court directly to the Supreme Court of the United States.) In many of the cases which are brought before the Circuit Court of Appeals, the decision of this court is final, but in other cases its decision may later on be reviewed by the Supreme Court.

432. At the head of the system stands the Supreme Court. — At the head of the federal judicial system stands the Supreme Court of the United States. This tribunal holds its annual sessions at Washington, D. C., usually from October until May. The Supreme Court consists of a chief justice and eight associate justices.

When a case comes before the Supreme Court, each justice makes an independent study of it. A conference is then held, so that the justices may discuss the matter. As soon as a decision has been reached, the chief justice requests one of his associates to prepare "the opinion of the court." This opinion is the decision which has been agreed upon by a majority of the members of the court.

Most of the cases coming before the Supreme Court are appealed from either the lower federal courts or from the

state courts. Practically all of the important cases considered by the Supreme Court are questions of constitutional law. The Supreme Court of the United States is our means of determining just what a disputed law means.

433. Finally there is the question of changing the Constitution. — As a last glance at our national government, we may notice that it is possible to change or amend the federal constitution. This may be done in any one of four ways.

In the first place, an amendment may be proposed by a two-thirds vote of each house of Congress. If this proposal is approved by the legislatures of three fourths of the states, the amendment becomes law.

If the second method is employed the amendment is proposed by a two-thirds vote of each house of Congress, and is afterward approved by conventions in at least three fourths of the states.

Third, an amendment may be proposed by a national convention. This convention may be called by Congress upon the request of the legislatures of two thirds of the states. The amendment proposed by this convention must be approved by the legislatures of three fourths of the states.

The fourth method of amending the Constitution resembles the third, except that approval is by conventions in three fourths of the states.

Something for You to Do

1. Draw up your own summary of the preceding chapter, and be prepared to explain it.
2. In what different ways does the Constitution of the United States protect your personal rights and liberties?

3. What does the Constitution say concerning the property rights of the individual?
4. Compare the Federal Constitution with the constitution of your state with respect to length and number of subjects discussed.
5. Make a brief study of the part played by your state in the last presidential election.
6. Compare the powers of the President of the United States with the powers of the Governor of your state.
7. Write a brief theme on the war powers of the President, as illustrated in the World War (1914-1918).
8. Debate the following question, "Resolved, that the President should be chosen directly by the people, instead of by electors."
9. Make a brief study of some one of the ten chief departments of the federal administration, as, for example, the Department of State or the Department of War.
10. Name the members of the President's Cabinet at the present time.
11. How are congressional districts determined in your state?
12. Describe the manner in which a law is made by Congress.
13. What are the special powers of the Senate acting alone and of itself? (Consult a textbook on government for the answer to this question.)
14. Should the President's power to veto bills be extended? Explain.
15. What are the geographical limits of the federal judicial district in which you live?
16. Write a theme of one hundred words on the qualities needed by a judge.
17. Make a brief study of the life of John Marshall, one of the greatest judges in history. (Consult an encyclopedia.)
18. Name and briefly describe one of the important amendments which have been added to our Federal Constitution since 1912.
19. Do you believe the Federal Constitution is too hard to amend? Do you believe that it is too easy to amend? Give your reasons.

CHAPTER XXX

CHOOSING OUR PUBLIC OFFICIALS

434. The difference between a citizen and a voter. — In a preceding chapter, you will remember, we defined a citizen as a member of a political community. The citizen owes allegiance to his government, and in return he is entitled to such privileges as the protection of his life, liberty, and property. American citizenship is determined by the Federal Constitution, that document declaring that all persons born or naturalized in the United States are citizens thereof.

A voter, on the other hand, is a person who enjoys the special privilege of helping choose public officials at the polls. This privilege is sometimes referred to as “the suffrage,” “the franchise,” or “the use of the ballot,” but in any case it means voting. The privilege of voting is controlled by the states, subject to certain regulations imposed by the federal government. There are fewer voters than citizens.

435. Who may vote? — Let us answer this question by summarizing the suffrage laws of the various states.

In every state it is required that voters be at least twenty-one years of age. In a few states the vote is extended to foreigners who have declared their intention of becoming citizens, although the general feeling of the American people is that voters should always be full-fledged citizens. In every state a period of residence is required of voters, the usual period being between six months and a year. In

about a third of our states voters must pass certain educational tests. A number of states also require voters to have been assessed for a poll tax.

Lastly, practically every state withholds the vote from persons who are feeble-minded, insane, or paupers in institutions. Certain classes of criminals are excluded from the suffrage. The same is true of untaxed Indians, and foreign-born Chinese and Japanese.

436. What it means to be able to vote. — Our country is what is known as a representative democracy. This is a brief way of saying that the people govern themselves by means of officials who represent the public interest. Many of these officials are elected at the polls, as, for example, our Senators and Representatives to Congress. Other officials are appointed by an elected individual, as, for example, a great many administrative agents are appointed by the state Governor. Of course the voters elect the Governor, so that we may say that they indirectly choose the officials whom he appoints.

To be able to vote, then, means to help govern. Furthermore, our voters govern, not only themselves, but also those citizens to whom the suffrage has not been extended.

437. It is not easy to vote wisely. — It is, of course, very important that our voters act wisely when they come to the polls; nevertheless, this is easier said than done.

For example, many *elections involve technical matters*, concerning which the average voter knows very little. Bond issues, engineering problems, and the qualities of various types of paving, — such matters as these are likely to baffle most voters.

Again, there are *so many elections and so many candidates* that the average voter cannot be sure that he is using the

ballot wisely. In a large city, for instance, the average voter casts his ballot for a number of candidates who are personally unknown to him. He votes for them, yet for all he knows they may be both incapable and dishonest.

As a matter of fact, some candidates for office are actually incapable and dishonest. They are brought forward by *corrupt politicians*, who pretend to help the voter discover the best man for the office. As a result, it sometimes happens that the wrong man is elected.

438. These three evils have caused many people to neglect to vote. — The italics in the preceding section indicate three difficulties in the path of the voter. A great many people have struggled to overcome these difficulties, but others have been dis-



How can he be sure that he is voting wisely?

couraged to the point of neglecting to vote. These discouraged voters claim that it is no use to go to the polls.

It is easy to see, however, that the neglect to vote would only make matters worse. If many of our voters failed to do their duty at the polls, the government would tend to fall into the hands of a relatively small number of politicians.

In such a case, the government would no longer represent the people as a whole. In short, we would have surrendered the privilege of self-government.

Fortunately, we are doing a great deal to help the voter do his duty, as we may now notice.

439. Cutting down the length of the ballot. — The large number of elections and candidates is one thing that has discouraged the voter, and this is why we have developed what is known as the “short-ballot plan.” The features of this plan are as follows :

The voter should be asked to help choose only a small number of important public officials, as, for example, a mayor and council, county commissioners, state governor, members of the legislature, and representatives to Congress. Wherever possible, these officials should be elected for a longer term than is permitted them at present.

As for the host of relatively unimportant officials, the short-ballot plan suggests that these be appointed. They might be appointed directly by chief executive officials, or they might be chosen by means of the civil service. At any rate they should no longer be elected at the polls.

440. The merits of the short-ballot plan. — Four distinct advantages may be claimed for the short-ballot plan.

First of all, it would enable the voter to give more time and thought to the study of his political duties. Why? Because under the short-ballot system there are relatively few elections and candidates to be considered.

Second, the influence of the corrupt politician would be reduced, because the short ballot enables the voter to handle the ballot with greater wisdom and efficiency. Voters could no longer be deceived as easily as was once the case.

In the third place, this greater influence of the voter would quicken his interest in political matters, and this of course would be a great gain.

Fourth, the short ballot has the power to make government more representative, because it would encourage the masses of the voters, not only to go to the polls, but to see that their ballots really expressed their will.

441. The outlook for the American voter. — To sum up, much is being done to help the voter act wisely at the polls. The short-ballot plan is gaining in favor, and eventually it will no doubt be widely adopted. The evils of the political party are being reduced, both by federal and by state laws. In addition, we now have numerous organizations which help the voter to discover the truth of the political questions confronting him. For example, we have civic leagues, short-ballot associations, non-partisan clubs, and similar organizations.

Such aids as these will stand you in good stead when you become a voter. It will be only a few years before you are helping govern your country by means of the vote. Resolve, therefore, to study all the aids to wise voting, with the intention of making use of them when the time comes. Resolve, likewise, to study the mechanism by which candidates to public office are nominated and elected. This mechanism is a kind of tool which you must understand and know how to use, and this is why we shall devote the last few pages of our text to a description of its main features.

442. First of all each party must select its candidates. — Suppose that the schools of your state are going to compete for honors in debate. What happens first? Each school has a number of trial contests, for the purpose of selecting

the candidates who will represent it in the forthcoming contest with the other schools of the state.

The same thing is done in politics. There are several political parties, each of which desires to win honors in the form of public office. The winners in this case are determined by public election, which is a contest among various candidates. Each political party prepares for this contest by selecting its candidates for public office. Let us notice some of the methods of doing this, beginning with the caucus.

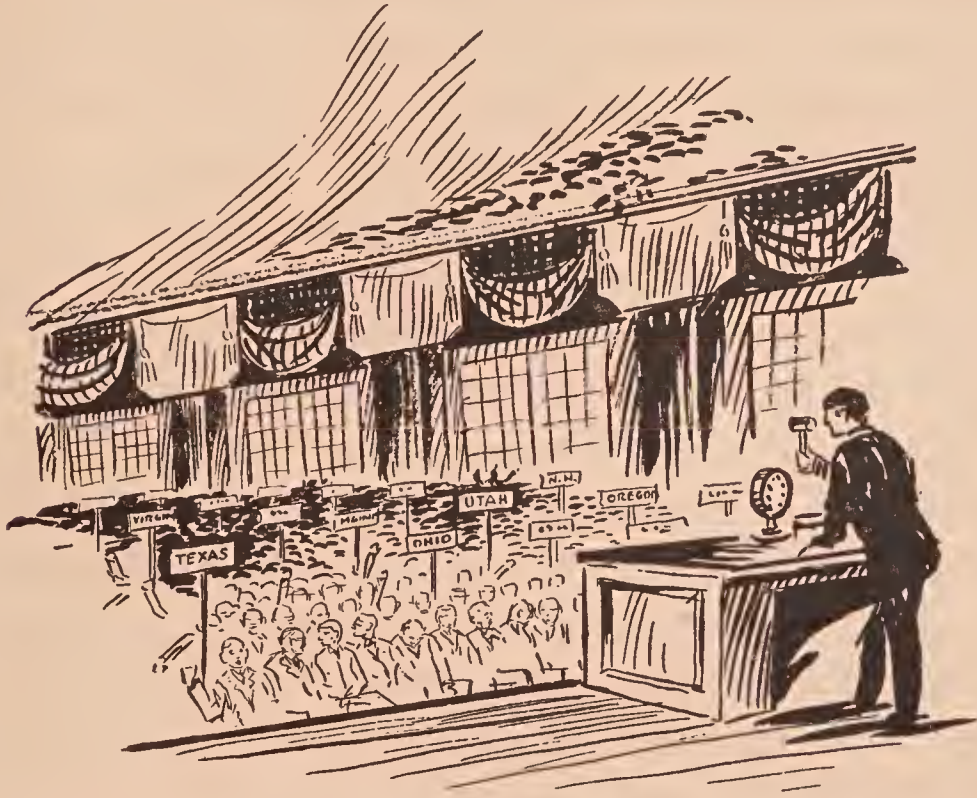
443. Rise and fall of the caucus. — The caucus is a more or less informal meeting of the leaders of a party, for the purpose of agreeing upon the party's candidates to various offices. This method of choosing candidates appeared early in our history, and by 1800 it was in wide use.

After 1825, however, the caucus declined in importance, and at the present time its greatest influence is exerted in local areas, such as wards and townships. In these areas the caucus is used for the purpose of nominating candidates for local offices, and for the purpose of electing delegates to nominating conventions.

It should be noted that outside of New England this local caucus is now generally known as the *primary*.

444. The origin and growth of the nominating convention. — There were two reasons for the decline of the caucus after 1825. One reason was that party "bosses" had secured control of the caucus, so that the people were dissatisfied with this method of choosing party candidates. The second reason was that the political party had grown too large for all of its leaders to come together in a small informal caucus. A more numerous gathering was seen to be necessary.

The result was that the nominating convention was developed to take over most of the work of the old-time caucus. The nominating convention is a relatively large meeting of party delegates, chosen by the rank and file of their party, and sent to the party convention for the purpose of deciding upon party policies and candidates for public



This is part of a national nominating convention. What is the reason for this gathering?

office. The convention idea spread rapidly, until by 1850 all of the political parties were using it to nominate candidates for most local, state, and national offices.

445. In its turn the convention declined. — The convention improved upon the caucus by permitting more party members to take part in the work of choosing party candidates.

On the other hand, the delegates to the convention were still chosen in local caucuses, and since political bosses con-

trolled these caucuses they likewise controlled the delegates to the party convention. As a consequence, many delegates went to the convention merely to do as they had been told by their party bosses, and not to decide upon what was really for the best interests of the party members as a whole.

Numerous evils grew out of this situation. People began to be dissatisfied with the convention, and after 1900 they developed a number of substitutes for it. The most important of these substitutes is the Direct Primary.

446. The nature of the Direct Primary. — The Direct Primary is really an election within the party. This election is open only to members of the party, the aim being to permit them to choose the candidates who will represent the party at the approaching regular election. Where the Direct Primary is used, the members of the party no longer use the caucus or *primary* to choose delegates who will later choose the party's candidates in convention; on the contrary, the party members vote directly for these party candidates. By this means they substitute a *Direct Primary* for the caucus, primary, and convention.

The Direct Primary is controlled by numerous state laws, so as to safeguard it against unfair politicians. These laws determine the time and place of holding the Direct Primary, as well as the qualifications of those who may take part in this "election within a party." The state law also provides for the polling places, election officials, and ballots to be used in the Direct Primary.

447. The merits of the Direct Primary are still hotly debated. — The Direct Primary has not destroyed the convention, nevertheless it has largely displaced it in about three-fourths of the states.

As to the merits of this new method of nominating party candidates there is no general agreement. Many people defend the Direct Primary, many others consider it very faulty. There is a good deal to be said on both sides. The Direct Primary has certainly not destroyed corrupt politics. On the other hand, the Direct Primary has probably improved the quality of candidates selected by the party.

All in all, we may say that while the Direct Primary does not give complete satisfaction, at least it is an improvement upon the nominating convention. Many people feel that the Direct Primary is going to prove more and more valuable as time goes on.

448. Getting ready for election day. — We have been discussing the methods whereby each party selects the candidates which are to represent it on election day. However, there is also something else that must be done by way of preparation for this contest, — namely, the voting lists must be prepared.

These lists are often prepared by individuals who go from house to house and write down the names of all those who claim to have the right to vote. These lists are then placed in a prominent spot, so that any one who cares to do so may examine them and make sure that they conform to state law.

In some states the voting lists are prepared by what is called the personal registration system. This means that on a certain day all of the qualified voters of the community are required to come to the voting place and register. Each individual thus presenting himself must answer certain questions, so as to prove that he has a right to vote.

449. Finally election day arrives. — At last all is ready. The polling places are thrown open to the voters, and they cast their ballots.

Some day *you* will enter one of these polling places. You will give your name and address. The election officials will examine their records, and when they have made sure that you are a qualified voter they will give you an official ballot. This will contain the names of all the candidates who are competing for office. You will take it and retire to a private booth. Here you will study your ballot, weighing one candidate against another, and marking it to show which you prefer. When you have finished you will fold it and place it in the ballot box. Then you will leave the polling place.

Thus will you exercise the greatest of all political privileges, which is the privilege of voting, and thereby sharing in the government of a great and illustrious nation — the United States of America.

450. A final summary and farewell. — This is our thirtieth and last chapter. Five great aims have been woven through the fabric of this text, and with a summary of these aims we shall conclude our discussion of “Civics at Work.”

The first aim of this book has been to develop your character. Information, energy, skill, wealth, — none of these can bring you success and happiness unless you possess good character.

The second aim of this book has been to acquaint you with the general nature of your environment. The text has endeavored to show you what community life is, and what part you play in this life.

The third aim of this book has been to introduce you to the world of work, its aims and conditions, and the opportunities which it offers you.

The fourth aim of this book has been actually to help you in preparing for a suitable life work.

The fifth and final aim of this book has been to show you how to become a good citizen.

May these five aims express themselves in the busy and interesting life which is unfolding before you.

Something for You to Do

1. Examine the titles of chapters XXVI-XXX of this text, and answer, briefly, the following question: What do we need to know about government?
2. What is the approximate number of American citizens? What proportion of these are voters?
3. Make a brief study of woman suffrage in the United States.
4. What has been the effect upon our government of permitting women to vote? Give reasons for your answer.
5. Summarize the suffrage laws of your state, and discuss their important items in class.
6. Debate the following question, "Resolved, that the suffrage should be withheld from persons who are not yet full-fledged citizens."
7. What is meant by the "long ballot"?
8. Consult some one who has served as an election official in your community, in order to discover the proportion of qualified voters who neglect to vote.
9. To what extent is the short ballot being applied in your local community or state?
10. Name the organizations in your local community or state which exist for the purpose of aiding the voter to do his duty.
11. In some European countries it is the custom to fine qualified voters who neglect to vote. Would you favor the adoption of this system in the United States? Explain.
12. Describe what takes place at the national convention which each party calls every four years for the purpose of nominating candidates for President and Vice-President.
13. What is "nomination by petition"? What advantages are claimed for this method of nominating candidates?
14. Write a theme of one hundred and fifty words on the origin of the Direct Primary.

15. Read over the first paragraph of Section 446, and explain clearly the difference between the primary (or caucus) and the Direct Primary. Political discussions will tend to confuse you if you do not understand the difference between those two devices.
16. To what extent is the Direct Primary used in your state?
17. Enumerate the merits of the Direct Primary.
18. Enumerate the weaknesses of the Direct Primary.
19. What is the Australian ballot? When was it introduced into this country, and why?
20. Make a list of the questions which are asked of voters desiring to register in your state.
21. What is a voting machine, and how is it used?
22. Get a sample ballot and discuss in class the various political facts which it illustrates.
23. Read "The Poor Voter on Election Day," by John Greenleaf Whittier, and explain the idea of this poem in your own words.
24. Arrange to have an election in your class, following, as closely as possible, the procedure used in a regular election.
25. Look back over the contents of this book. Which chapters have you enjoyed most? Which chapters do you feel have helped you most? Give your reasons.

APPENDIX

THE CONSTITUTION OF THE UNITED STATES OF AMERICA

PREAMBLE

WE, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I

Section I

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section II

1. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislature.

2. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

3. Representatives [and direct taxes]¹ shall be apportioned among the several States which may be included within this Union, according to their respective numbers, [which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other

¹ Modified by Amendment XVI.

persons.]¹ The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one Representative; [and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.]¹

4. When vacancies happen in the representation from any State, the executive authority thereof shall issue writs of election to fill such vacancies.

5. The House of Representatives shall choose their Speaker and other officers, and shall have the sole power of impeachment.

Section III

1. [The Senate of the United States shall be composed of two Senators from each State, chosen by the legislature thereof, for six years; and each Senator shall have one vote.]²

2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year; of the second class, at the expiration of the fourth year, and of the third class, at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation or otherwise during the recess of the legislature of any State, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.

3. No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

4. The Vice-President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

5. The Senate shall choose their other officers, and also a President

¹ The clauses in brackets have been superseded by Amendments XIII and XIV.

² Superseded by Amendment XVII.

pro tempore in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: and no person shall be convicted without the concurrence of two-thirds of the members present.

7. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall, nevertheless, be liable and subject to indictment, trial, judgment, and punishment, according to law.

Section IV

1. The times, places, and manner of holding elections for Senators and Representatives shall be prescribed in each State by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.

2. The Congress shall assemble at least once in every year, and such meetings shall be on the first Monday in December, unless they shall by law appoint a different day.

Section V

1. Each house shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties, as each house may provide.

2. Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

3. Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy, and the yeas and nays of the members of either house on any question shall, at the desire of one fifth of those present, be entered on the journal.

4. Neither house, during the session of Congress, shall without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

Section VI

1. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law and paid out of the Treasury of the United States. They shall, in all cases except treason, felony, and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house they shall not be questioned in any other place.

2. No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either house during his continuance in office.

Section VII

1. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

2. Every bill which shall have passed the House of Representatives and the Senate shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections, to that house in which it shall have originated, who shall enter the objections at large on their journal and proceed to reconsider it. If after such reconsideration two thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two thirds of that house it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

3. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the

United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Section VIII

The Congress shall have power :

1. To lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States;
2. To borrow money on the credit of the United States;
3. To regulate commerce with foreign nations and among the several States, and with the Indian tribes;
4. To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;
5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;
6. To provide for the punishment of counterfeiting the securities and current coin of the United States;
7. To establish post-offices and post-roads;
8. To promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;
9. To constitute tribunals inferior to the Supreme Court;
10. To define and punish piracies and felonies committed on the high seas and offenses against the law of nations;
11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;
12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;
13. To provide and maintain a navy;
14. To make rules for the government and regulation of the land and naval forces;
15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;
16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively the appoint-

ment of the officers, and the authority of training the militia according to the discipline prescribed by Congress ;

17. To exercise exclusive legislation in all cases whatsoever over such district (not exceeding ten miles square) as may, by cession of particular States and the acceptance of Congress, become the seat of Government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings ; and

18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof.

Section IX

1. [The migration or importation of such persons as any of the States now existing shall think proper to admit shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.]¹

2. The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

3. No bill of attainder or ex post facto law shall be passed.

4. No capitation [or other direct]² tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

5. No tax or duty shall be laid on articles exported from any State.

6. No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another ; nor shall vessels bound to or from one State be obliged to enter, clear, or pay duties in another.

7. No money shall be drawn from the Treasury but in consequence of appropriations made by law ; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

8. No title of nobility shall be granted by the United States ; and no person holding any office of profit or trust under them shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign State.

¹ A temporary clause no longer in force.

² Modified by Amendment XVI.

Section X

1. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

2. No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any State on imports or exports, shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

3. No State shall, without the consent of the Congress, lay any duty of tonnage, keep troops or ships of war in time of peace, enter into any agreement or compact with another State or with a foreign power, or engage in war, unless actually invaded or in such imminent danger as will not admit of delay.

ARTICLE II

Section I

1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and together with the Vice-President, chosen for the same term, be elected as follows :

2. Each State shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

3. [The electors shall meet in their respective States and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole

number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.]¹

4. The Congress may determine the time of choosing the electors and the day on which they shall give their votes, which day shall be the same throughout the United States.

5. No person except a natural born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

6. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly until the disability be removed or a President shall be elected.

7. The President shall, at stated times, receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States or any of them.

8. Before he enter on the execution of his office he shall take the following oath or affirmation:

“I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability preserve, protect, and defend the Constitution of the United States.”

¹ Superseded by Amendment XII.

Section II

1. The President shall be Commander-in-chief of the Army and Navy of the United States, and of the militia of the several States when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and, by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section III

He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section IV

The President, Vice-President and all civil officers of the United States shall be removed from office on impeachment for and conviction of treason, bribery, or other high crimes and misdemeanors.

ARTICLE III

Section I

The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

Section II

1. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers, and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more States; between a State and citizens of another State; between citizens of different States; between citizens of the same State claiming lands under grants of different States, and between a State, or the citizens thereof, and foreign States, citizens, or subjects.

2. In all cases, affecting ambassadors, other public ministers and consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions and under such regulations as the Congress shall make.

3. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

Section III

1. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood or forfeiture except during the life of the person attained.

ARTICLE IV

Section I

Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

Section II

1. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

2. A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall, on demand of the executive authority of the State from which he fled, be delivered up, to be removed to the State having jurisdiction of the crime.

3. [No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.]¹

Section III

1. New States may be admitted by the Congress into this Union ; but no new State shall be formed or erected within the jurisdiction of any other State ; nor any State be formed by the junction of two or more States or parts of States, without the consent of the legislatures of the States concerned as well as of the Congress.

2. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States ; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States or of any particular State.

Section IV

The United States shall guarantee to every State in this Union a republican form of government, and shall protect each of them against invasion, and on application of the legislature, or of the executive (when the legislature cannot be convened), against domestic violence.

¹ Superseded by Amendment XIII.

ARTICLE V

The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several States, shall call a convention for proposing amendments, which in either case shall be valid to all intents and purposes as part of this Constitution, when ratified by the legislatures of three fourths of the several States, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress, provided that [no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that]¹ no State, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI

1. All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution as under the Confederation.

2. This Constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

3. The Senators and Representatives before mentioned, and the members of the several State legislatures, and all executive and judicial officers both of the United States and of the several States, shall be bound by oath or affirmation to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII

The ratification of the conventions of nine States shall be sufficient for the establishment of this Constitution between the States so ratifying the same.

Done in convention by the unanimous consent of the States present,
the seventeenth day of September, in the year of our Lord one

¹ Temporary in its nature.

thousand seven hundred and eighty-seven, and of the Independence of the United States of America the twelfth. In witness whereof, we have hereunto subscribed our names.

George Washington, President, and Deputy from VIRGINIA.

NEW HAMPSHIRE — John Langdon, Nicholas Gilman.

MASSACHUSETTS — Nathaniel Gorham, Rufus King.

CONNECTICUT — William Samuel Johnson, Roger Sherman.

NEW YORK — Alexander Hamilton.

NEW JERSEY — William Livingston, David Brearley, William Paterson, Jonathan Dayton.

PENNSYLVANIA — Benjamin Franklin, Thomas Mifflin, Robert Morris, George Clymer, Thomas Fitzsimons, Jared Ingersoll, James Wilson, Gouverneur Morris.

DELAWARE — George Read, Gunning Bedford, Jr., John Dickinson, Richard Bassett, Jacob Broom.

MARYLAND — James McHenry, Daniel of St. Thomas Jenifer, Daniel Carroll.

VIRGINIA — John Blair, James Madison, Jr.

NORTH CAROLINA — William Blount, Richard Dobbs Spaight, Hugh Williamson.

SOUTH CAROLINA — John Rutledge, Charles Cotesworth Pinckney, Charles Pinckney, Pierce Butler.

GEORGIA — William Few, Abraham Baldwin.

Attest: William Jackson, *Secretary*.

ARTICLES

in addition to and amendment of the Constitution of the United States of America, proposed by Congress and ratified by the Legislatures of the several States, pursuant to the Fifth Article of the Constitution.

ARTICLE I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

ARTICLE II

A well-regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

ARTICLE III

No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

ARTICLE IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized.

ARTICLE V

No persons shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty or property, without due process of law; nor shall private property be taken for public use without just compensation.

ARTICLE VI

In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him, to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

ARTICLE VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

ARTICLE VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE IX

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

ARTICLE X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively or to the people.

ARTICLE XI

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign State.

ARTICLE XII

I. The electors shall meet in their respective States and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President and of all persons voted for as Vice-President, and of the number of votes for each; which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted. The person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President,

as in the case of the death or other constitutional disability of the President.

2. The person having the greatest number of votes as Vice-President shall be the Vice-President, if such number be a majority of the whole number of electors appointed; and if no person have a majority, then from the two highest numbers on the list the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

ARTICLE XIII

SECTION 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction.

SECTION 2. Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XIV

SECTION 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

SECTION 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

SECTION 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States or under any State, who, having previously taken an oath as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by a vote of two thirds of each house, remove such disability.

SECTION 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations, and claims shall be held illegal and void.

SECTION 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

ARTICLE XV

SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XVI

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

ARTICLE XVII

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the

qualifications required for electors of the most numerous branch of the State legislature.

When vacancies happen in the representation of any State in the Senate, the executive authority of the State shall issue writs of election to fill such vacancies: *Provided*, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

ARTICLE XVIII

SECTION 1. After one year from the ratification of this article, the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from, the United States and all territory subject to the jurisdiction thereof, for beverage purposes, is hereby prohibited.

SECTION 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

SECTION 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission thereof to the States by the Congress.

ARTICLE XIX

SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

INDEX

- Accidents, protection against, 23-33;
too common, 24-25; effect of,
25-26; and the law, 26-27.
- Accuracy, demand for, 196.
- Adolescence, nature of, 98; impor-
tance of, 98-99.
- Air, pure, 39-40.
- Art, relation to occupational choice,
169-170.
- Automobile, dangers of, 28-29.
- Ballot (see *Vote*).
- Banks, nature and services of, 146-
148.
- Barter, 139-140.
- Beauty, as a source of training, 85-96.
- Behavior, training in, 53-63.
- Blind-alley jobs, 174-175.
- Bluffing, 204.
- Brilliance, and persistence, 206.
- Caucus, 306.
- Censorship of moving pictures, 47-48.
- Character, development of, 83;
double influence of, 257.
- Cheerfulness, 199.
- Childhood, cost of, 99-101 (see *Ado-
lescence*).
- Church, power of, 56-57.
- Citizen, 217; duties of, 218; con-
trasted with voter, 301.
- City, 275; and mayor, 275-276;
mayor and council, 276-277; ordi-
nances, 277-278; commission plan,
278; city manager plan, 278-279.
- City manager, 278-279.
- City planning, 89; examples of, 89-90.
- Civilization, and work, 116.
- Commission government, 278.
- Communication, and exchange, 144-
145; and the job, 162-163.
- Community, nature of, 6; and the
state, 6; and the nation, 6-7;
meaning of "the," 7; and young
people, 8-9; and play, 65-66;
problems of, 257.
- Competition, meaning of, 142-143.
- Congress, 295-297 (see *National
Government*).
- Constitution of the United States, its
safeguards, 20-21; wisdom of the,
291; amending the, 299; text,
313-330.
- County, government of, 271-274.
- Courtesy, 199-200.
- Courts, state, 287-289; national,
297-299.
- Crime, nature of, 18; treatment of,
18-19.
- Dance halls, 48.
- Dependability, 193-194.
- Direct Primary, nature of, 308;
merits of, 308-309.
- Disease, protection against, 34-43.
- Domestication, 225.
- Drug evil, 49-50.
- Election (see *Vote, Public Officials*).
- Entertaining, as a profession, 169.
- Exchange, 139-149 (see *Interdepend-
ence*).
- Fair trial, 19.
- Fair weight and measure, 17-18.
- Farming, as an occupation, 160.
- Federal government (see *National
Government*).
- Fire, protection against, 27-28.
- First aid to the injured, 31-32.
- Food, pure, 36-37.
- Foul play, 12-22.

- Gambling, 49.
- Government, meaning of, 13; and community needs, 13-14; three sizes of, 14; protection against, 19-20; services of, 229; expenditures of, 229-231 (see *Political Party, Local Government, State Government, National Government, Public Officials*).
- Habit, importance of, 61-62; advantages of, 208.
- Health, hints on, 42; and work, 152-153; and the choice of a job, 167; and promotion, 203-204 (see *Disease, Play*).
- Honesty, 195.
- Housing reform, 39-40.
- Income, and the job, 150-151.
- Individual, power of the, 251-259.
- Industrial Revolution, 121-123.
- Initiative, 196-197.
- Interdependence, examples of, 129-137 (see *Exchange*).
- Investing in a job, 156-157.
- Job, how it colors life, 150-158 (see *Occupations*).
- Judgment, 197-198.
- Labor, division of, 118-128 (see *Work*).
- Law, and accidents, 26; why we must obey, 220-228; violations of, 222-224; remedies for violation of, 225-227.
- League of Nations, origin, 245; organization, 245-246; chief aims, 246-247; and the United States, 247-248; accomplishments, 248 (see *War*).
- Leisure time, 208-209.
- Liquor evil, 50-51, 222-224.
- Local government, 270-280; the township, 270-271; the county, 271-274; the village, 274-275; the city, 275-279 (see *City*).
- Machines, nature of, 120-121; danger of, 23-24.
- Market, nature of, 144-146.
- Milk, pure, 37-38.
- Money, nature of, 140-141; advantages of, 141-142.
- Moving pictures, 47-48.
- National defense, 15.
- National government, 291-300; and the Constitution, 291; the President, 291-292; how he is chosen, 292; his powers, 293-294; his assistants, 294-295; the Cabinet, 295; Congress, 295; powers of Congress, 296-297; courts, 297-299; amending the Constitution, 299.
- Nominating convention, origin and growth, 306-307; decline, 307-308.
- Occupations, range of, 159-172; farming, 160; operating machinery, 160-161; making things, 161-162; repairing things, 162; transportation and communication, 162-163; ability at figures, 163; keeping records, 164; planning, 164-165; handling people, 165; salesmanship, 166; publicity work, 166; scientific work, 167; health work, 167; helping people, 168; teaching, 168-169; professional entertaining, 169; art callings, 169-170; choice of occupation, 173-192 (see *Job*).
- Old and new, 58-60.
- Opportunity, 178-179.
- Ordinances, making of, 277-278.
- Persistence, and brilliance, 206.
- Planning, as an occupation, 164-165.

- Play, as training, 64-74; advantages of, 67-72; contrasted with work, 108.
- Playmates, influence of, 56.
- Political party, 260-269; nature of, 260; development of, 260-261; organization of, 261-262; methods of, 262-263; abuse of power by, 263-264; and the law, 264-265; three services of, 265-267; question of supporting, 267; and the individual, 267-268.
- Politics, and the job, 153-154.
- Power, meaning of, 121-122.
- Promptness, 195-196.
- Property rights, 16-17.
- Public officials, choice of, 305-311; candidates, 305-306; caucus, 306; nominating convention, 306-308; Direct Primary, 308-309; election day, 309-310.
- Publicity work, as an occupation, 166.
- Quarantine, 40-41.
- Record keeping as an occupation, 164.
- Reputation, 204-205.
- Rights and duties, 212-219.
- Safety first, 31.
- Salesmanship, as an occupation, 166.
- School, as a source of training, 75-84; advantages of, 79-83; special training, 186-188; occupational courses, 188-189.
- Scientific work, as an occupation, 167.
- Self control, 194-195.
- Self knowledge, importance of, 173-174.
- Service, and money, 177-178.
- Services, and goods, 143-144.
- State government, 281-290; and the federal constitution, 281; state constitution, 281-282; Governor, 282; his assistants, 282-284; administrative reform, 284-285; state legislature, 285; making a law, 285-286; legislative faults, 286-287; state courts, 287-289.
- Study, and promotion, 205-206.
- Success, short cuts to, 185-186.
- Taxation, nature of, 231-232; incomes and inheritances, 232; imports, 233-234; other federal taxes, 234; state and local taxes, 234; general property tax, 235-238 (see *Government*).
- Teaching, as an occupation, 168-169.
- Teamwork, and play, 72; and work, 209.
- Thrift, 207-208.
- Transportation, and exchange, 145-146; and the job, 162-163.
- United States, relations with other countries (see *War*).
- Village government, 274-275.
- Vote, the right to exercise the, 301-302; significance of, 302; difficulties of using wisely, 302-304; failure to use, 303-304; shortening the ballot, 304-305; election day, 309-310.
- War, struggle to prevent, 240-250; our foreign policy, 240-242; evils of war, 242-243; Hague Conferences, 244-245; League of Nations, 245-248.
- Washington, D. C., 89-90.
- Waste, disposal of, 40.
- Water, as a problem, 38-39.
- Willingness, 198.
- Work, reasons for, 108-117; contrasted with play, 108; two kinds of work, 108-110 (see *Labor*).
- Workingmen's compensation, 27 (see *Accidents*).

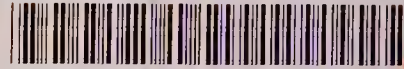
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